

THE ALBERTA SPCA

# KINDNESS

*Bingo*



**TEACHER'S  
GUIDE**



[everylivingthing.ca/Bingo](http://everylivingthing.ca/Bingo)

# Alberta SPCA Kindness Bingo!

Complete simple acts of kindness towards self, others, animals, and the environment this December by following this teacher's guide and the accompanying bingo card.

## Getting Started

Download and print the bingo card to easily track your class's progress. You only need one bingo card per class. When your class completes an activity, mark it off like you would a typical bingo card. Display the card on the whiteboard so students can see their progress.

Read through this teacher's guide to familiarize yourself with the activities. Some activities require minimal preparation (eg, printing of activity sheets, gathering of materials, etc.) Reading through the guide will also give you an idea of the activities you would like to do.

## Playing Kindness Bingo

The goal of Kindness Bingo is to get as many 'bingos' as possible by completing activities on the bingo card. Use the placement of the activities on the bingo card to help you decide which ones to do - be strategic! Vertical, horizontal or diagonal lines all count for a bingo.

Once you have completed a line, your class has a bingo! Celebrate the achievement with students, and aim to get another line by doing more activities, until the card is filled (full card).

Complete the activities to best fit your schedule. It is recommended to do one activity each day, or challenge students to do two. Activities vary in length, but the majority of them will take about twenty minutes.

Once your bingo card has at least one line, submit the card to [education@albertaspca.org](mailto:education@albertaspca.org) for your class to receive recognition of their commitment to kindness!

## Student Reflection


After you finish Kindness Bingo, review the reflection discussion questions (page 9) to provide students an opportunity to reflect on the activity.

## Activities

The following activities are listed alphabetically but can be completed in any order. Each activity is designed with flexibility in mind and can easily be adapted to fit the needs of individual students. Feel free to adjust the activities as needed.

### 1. Animal Game

#### Materials:

- Get Nina Home Game 



## Class Recognition!

The more bingos your class gets, the more recognition they will receive! Submit your marked bingo card to receive the following:

### 1 Line

Your class will receive a certificate and be added to the Kindness Map!

### 2 Lines

Your class will receive stickers, a certificate, and be added to the Kindness Map!

### Full Card

Your class will receive stickers, a certificate, and be added to the Kindness Map! Every teacher who submits a blackout card (completed all activities) will be entered to win an Indigo gift card!

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Submit your marked card to [education@albertaspca.org](mailto:education@albertaspca.org) before December 31, 2024 to be entered into the draw.



## Extension Icon

Scan the QR code next to the icon to explore a related resource from the Alberta SPCA that will extend student learning on the topic!

## Instructions:


The more we know about animals and their needs, the better equipped we are to provide appropriate care. Play the 'Get Nina Home' Animal Game to help students to learn more about animal welfare, behaviour and safety. There are two versions of the game:

- Student-led version: In this version, students work their way through eleven multiple choice questions. Students can play individually or in small groups. Younger students will require assistance from an adult to read the questions.
- Teacher-led version: In this teacher-led version, students will play as a class but answer individually. Students will demonstrate their response through moving their body to different positions. Additional instructions for this version are included on the slides.

After the game, have a discussion with students inviting them to share one thing they learned and ask if the game sparked any new questions they have about animals. Encourage students to research the answer to their question, or research together as a class!

## 2. Animals Teach and Inspire Us

### Materials:

- Animals Teach and Inspire Us Teacher's Guide 
- Animals Teach and Inspire Us Poster - optional

### Instructions:

Animals can teach us many things like patience, determination and love. They can inspire us to solve problems, consider others and be kinder classmates. Download the Animals Teach and Inspire Us Teacher's Guide and work through the discussion questions with students. Then pick one of the three activities for students to complete. Each grade specific (K-9) teacher's guides includes curriculum connections and extra resources.

## 3. Animal-Themed Books

### Materials:

- Animal-themed books 

### Instructions:

Reading animal-themed books can be a great way to foster empathy, critical thinking and promote positive attitudes towards animals. Read aloud an animal-themed book, to students.

Our website has a list of animal-themed books, reviewed through an animal welfare lens, that you can use for inspiration! Post-reading discussion questions and activities are also included.

Examples:

- *Saving Gracie* tells the tale of a dairy cow who suffers an injury and

### Classroom Poster

Have an Animals Teach and Inspire Us classroom poster mailed to your school for free by subscribing to the monthly everylivingthing e-newsletter! Scan the QR code to sign-up.



what people can do to help an animal in need.

- *Rescue & Jessica: A Life Changing Friendship* tells the inspiring true story of the bond between Jessica and her service dog.
- *Max Talks to Me* tells the story of a boy and how he communicates with his dog, Max and the special bond that they have.
- *Sonya's Chickens* tells the story of a young girl dealing with the loss of one of her chickens.

**Extension:** AnimalTales is a free book-lending programs that promotes literacy while building empathy. Included in the program is four animal-themed books with a comprehensive teachers guide that includes discussion questions and cross-curricular activities to accompany each book. Connections to the recently updated curriculum are also included. The program is mailed to any school in Alberta and is completely free. For more information visit: [everylivingthing.ca/AnimalTales](http://everylivingthing.ca/AnimalTales).



#### 4. Appreciation

##### Materials:

- Pencil
- Paper
- Pencil crayons, crayons or markers

##### Instructions:

There are many people who contribute to a caring community. As a class or in small groups, brainstorm a list of important people who make a positive difference in the lives of students. Encourage students to think about their home, school and community at large. *Examples include: custodians, librarians, neighbours, friends, babysitters, coaches, waste collectors, first responders, etc.*

Next have students choose someone they would like to show appreciation for. Students can write a letter, draw a picture, or create a card to show say thanks. Once completed, have students give their letter, picture or card to the individual.

#### 5. Clean-Up

##### Materials:

- Garbage/recycle bags
- Disposable gloves - optional

##### Instructions:

Cleaning up around the classroom and school is a great way for students to develop a sense of responsibility and take pride in their community. Have students spend 20 minutes tidying up the classroom and/or school and picking up litter from the playground.

After cleaning up, guide students in a reflection by asking the following





questions:

- Why is it important to look after our shared spaces like the classroom, school, and community?
- Who benefits from a clean classroom, school, and community? Remind students to think of more than just people!
- What message do you think cleaning up sends to others (teachers, custodians, etc.) who keep the space clean?
- Did working as a group make the task more enjoyable?
- What can we do everyday to keep our classroom, school or community clean?

## 6. Five Needs of Animals

### Materials:

- Five Needs of Animals - Intro Video (6:34) 
- Five Needs of Animals Virtual Sticker Activity Sheet 
- Access to a computer

### Activity:

As a class, watch the short video, “Five Needs of Animals - Intro” then discuss the following questions:

- What is a need?
- What are some of your needs?
- What are the needs of domestic (pet and farm) animals?
- Who is responsible for meeting your needs?
- Who is responsible for meeting the needs of domestic animals?
- What happens if your needs are not met?
- What happens if an animal's needs are not met?
- Do all animals have the same needs? *The Five Needs of Animals apply to all domestic animals and captive wildlife. However, the specific needs of animals vary depending on the animal species, age, breed, health status, etc.*

After the discussion, have students complete the Five Needs of Animals Virtual Sticker Activity. To complete the activity, each student will require access to a computer and a copy of the Google Slides file. Students can also work in partners.

There are two versions of the Google Slides. Version A is designed for younger students (suggested for grades 1-2) and Version B is designed for older students (suggested for grades 3-6).


**Extension:** “The Five Needs of Animals - Intro” Video is the first video in a series of six that explores the needs of animals, how animals feel when their needs are



met, and our responsibility to meet these needs. Watch the remaining videos as a class and work through the accompanying discussion questions and activities. For more information visit: [everylivingthing.ca/FiveNeeds](http://everylivingthing.ca/FiveNeeds).

## 7. Get Outside

### Materials:

- Appropriate clothing for the weather 
- Alberta Parks Winter Based Games - optional


### Instructions:

Spending time outside gives students the opportunity to get some fresh air while enjoying nature. Take students outside for 20 minutes, or more, to activate students' observation and inquiry skills through a nature-based game! Alberta Parks has a selection of games for students to play outside that also include simple instructions. Or, take students on a nature walk and have them look for wildlife or signs that an animal has been in the area. Encourage students to pick up any litter they find along the way and dispose of it properly.

**Advise students:** While observing wildlife, it is critical to not disturb the animal. Remind students to be respectful by giving the animal space, being quiet and observing from a distance. Never touch or feed wildlife as this can result in harm/or lead to injury to both animals and people.

## 8. Kindness Snowflakes

### Materials:

- Kindness Snowflake Template 
- String - optional

### Instructions:

As a class, brainstorm simple things students can do to make a positive difference for animals, people, and the environment. Little things such as brushing your cat, making a new friend, or picking up litter in the school yard are all great ways to make a positive difference.

Have students commit to doing one kind action today for animals, people or the environment. This action can be completed at school, home or in the community. On the next school day, have students write their action on a snowflake using the Kindness Snowflake Template.

Display the complete snowflakes on a classroom bulletin board or hang the snowflakes from the ceiling using string. Challenge students to make as many snowflakes as possible. This exercise can be ongoing throughout Kindness Bingo, or the winter season.

As a class discussion, or through journal writing, have students respond to the following:




- Reflect on a time that someone showed you kindness or when you were kind to others, and how this made you feel.



- How do acts of kindness help strengthen relationships between friends, families, animals, and the environment?

## 9. Living with Wildlife

### Materials:

- Living with Wildlife (Medicine River Wildlife Centre) 
- Wildlife Facts (Alberta Institute for Wildlife Conservation) 
- Living with Wildlife (Calgary Wildlife) 

### Instructions:

Cohabiting with wildlife is a reality for Albertans whether they live in rural or urban areas of the province. Living with wildlife presents challenges for people and animals (domestic and wild) living in those communities. Crows and squirrels get into garbage, coyotes and wolves encroach on sprawling cities and towns, and bears impact ranching are all examples of challenges communities in Alberta face.

As a class, brainstorm the different types of wildlife that live in your community. Then, have students list any positives and challenges that come from cohabiting with each species.

In small groups, ask students to choose a challenge their community faces and research ways people and wildlife can better coexist. For younger students, this can be done as a whole-class led by the teacher. There are many wildlife organizations throughout Alberta that provide excellent resources for this research!

Have students create a poster showcasing one tip they learned during their research, they would like to share. To help spread the message display the posters around the school.

## 10. Make a Difference

### Materials:

- A place (i.e., box, space on a table) to collect items

### Instructions:

Making a difference in your community is a powerful way to show kindness and create a positive impact. In this activity students will identify a cause they care about and take meaningful action to help. Brainstorm with students causes they feel passionate about or issues they see in their community. Examples may include: supporting a local animal shelter, youth centre, or food bank.

Once students have decided on a cause, contact the organization, or visit their website, to see what items they accept. Collect the items for the remainder of Kindness Bingo, then deliver them to the organization!

Items can be collected as a class, or increase awareness of the cause by encouraging the whole school to participate!



## 11. Make Something

### Materials:

- Assortment of material depending on what students make (see instructional videos for specific materials needed)
- How to Make a Fleece Rope Dog Toy (8:00)
- Snuffle Mat for Dogs Video (4:01)
- How to Make a Square Knot Dog Tug Toy

### Instructions:




Animals have natural behaviours that they need to carry out to help them to feel good. Many of these behaviours are instinctual - which means they don't need to be taught by their parents, they are born wanting to express them. Ensuring animals have opportunities to express their natural behaviour is an important part of meeting an animal's needs. Toys and play help animals express their natural behaviours.

Using one of the instructional videos as an example, have students make an enrichment toy for a pet at home or to donate to a local shelter. Watch the video tutorials for instructions.

**Note for Teacher:** If you plan on donating the toys to your local shelter, first check with the organization prior to building to see what types of handmade toys they accept.

## 12. Mindfulness

### Materials:

- Mindfulness in the Classroom 
- Mindful Schools: Resources 
- Mindful Teachers 

### Instructions:

Mindfulness is the practice of being present and fully aware of your thoughts, emotions and surroundings. It can help us manage stress, improve our focus and bring a sense of calm to our day.

Have students spend two minutes quietly thinking about something that they are proud or grateful for. This could be an achievement, a happy moment, or something or someone they appreciate. Encourage them to focus on how this makes them feel.

After the two minutes, guide students in a reflection by asking the following questions:



- Did focusing on something positive help you to feel calmer or more focused? Explain.
- Why is spending a few minutes of time on mindfulness important?





### 13. Move Your Body

#### Materials:

- Indigenous Games for Children (HIGH FIVE) 
- Movement information for ages 5-17 (Participation) - optional 

#### Instructions:

Being physically active, to one's ability, is important for everyone's health and wellness. Have students do thirty minutes (or more!) of physical activity. This could include taking students for a brisk walk, playing an active game, or dancing.

Then in partners have students reflect on how the activity made them feel.

**Note for Teachers:** The Indigenous Games for Children resource is a collection of traditional Indigenous games and activities to introduce or reconnect children to recreational and sport activities that reflect the rich cultural heritage of Indigenous peoples across Canada.

If you do one of the activities, share with students the information on the activity card including which Indigenous groups played the activity. Take time to learn more about that specific group of Indigenous peoples.

### 14. Reduce Your Waste

#### Materials:

- Chart paper

#### Instructions:



Reducing waste is an essential step toward conserving resources and protecting the environment. Begin by discussing why reducing waste is important and how simple changes to daily habits can reduce waste. Ask students what they currently do reduce their waste? *Using a water bottle, wearing hand-me-down clothing, using reusable lunch containers, etc.*

Encourage students to think of other ways they can reduce waste. Brainstorm a list of ideas and write them on a piece of chart paper. Have them consider waste reduction at school, at home, with pets, and in their community.

Hang the list in the classroom to revisit and add to as students come up with more ideas!

### 15. Seven Sacred Teachings

#### Materials:

- The Seven Sacred Teachings Video (8:28) 
- The Seven Sacred Teachings Bookmark Template 

#### Instructions:

Explain to students that the Seven Sacred Teachings originate from the Seven Grandfather Teachings from the Anishinaabe people and have been adopted by many (but not all) Indigenous cultures. The Seven Sacred or Grandfather



teachings focus on how people should treat others.

As a class, watch the Edmonton Public School Board video “The Seven Sacred Teachings,” that features Knowledge Keeper, Rocky Morin from the Enoch Cree Nation on Treaty 6 Territory, introducing the Seven Sacred Teachings.

Then have students create a bookmark using the template provided. Have them include one (or more) of the teachings on the bookmark, and challenge them to include words or phrases that represent the teaching(s) and draw the animal(s).

**Note for Teacher:** Included on the bookmark template is artwork from Aimee Movold, who is an Indigenous artist, Cree from Samson Cree Nation and Métis from Fishing Lake. Share information about the artist with students.

**Extension:** ‘Introduction to the Seven Sacred/Grandfather Teachings: A two-week exploration’ includes a comprehensive teacher’s guide with discussion questions and classroom activities as well as a student activity booklet. This cross-curricular resources was developed in collaboration with Tammy Johnston, M.Ed of Birch Tree Educational Consulting and can be downloaded for free. For more information visit: [everylivingthing.ca/SevenSacredTeachings](http://everylivingthing.ca/SevenSacredTeachings).



## 16. Talking Circle

### Materials:

- Special object for students to hold while speaking, preferably from nature (stick, rock, feather, etc.) that can be returned

### Instructions:

Talking circles are based on the tradition of sharing circles. These circles originated with Indigenous peoples and promote equality, trust, and a sense of community. As a class, decide what rules or protocols your talking circle will have to allow for everyone to feel respected and valued. Some examples include: only the student who is holding the special object may speak, everyone gets an opportunity to share (but is not obligated), those that aren’t speaking listen respectfully, etc.

Then have students form a circle where they will share their thoughts on why it is important to care for and treat animals with kindness and respect. Allow students to hold the special object when it is their turn to speak. Students can share anything relevant. Some examples may include because animals have feelings (sentient), it is the right thing to do, it is the law, animals depend on us to meet their needs, etc.

**Note to Teachers:** Familiarize yourself with the value of the sharing circle, as well as the protocols involved, and share with your students!

## Reflection Discussion Questions

A reflection is a key part of the learning process. It is important to allow students the opportunity to think critically about their experience. After you have finished the activities, go through the following reflection questions with your students. These questions aim to help students to create meaning from their participation

### Additional Information on how to conduct a talking circle:

[Pass the Feather:](#) Information on the value and protocols of a sharing circle

[First Nations Pedagogy:](#) Information on how to conduct a talking circle with students

[Empowering the Spirit:](#) Teaching tools for the classroom, including talking circle protocol posters



in the Kindness Bingo and to further consolidate their ideas on kindness and empathy.

- How did participating in the Kindness Bingo make you feel?
- What was especially satisfying?
- Did you find anything frustrating? If so, what was it?
- Did you find the activities easy or difficult? Explain.
- Did you notice others being kind? What happened?
- Do you think that small acts of kindness make a difference? Why or why not?
- What do you think the world would be like if everyone was kind to all living things?
- What is one thing that you learned from this experience?

