

C.A.R.E.S. Bingo

Directions:

1. Distribute a Bingo card and marker to each student.
2. Tell students a scenario will be read, and they will mark which competency best fits that scenario.
3. Read each scenario and prompt students to think about:
 - What is happening in the scenario
 - What they know about:
 - Cooperation
 - Assertiveness
 - Responsibility
 - Empathy
 - Self-control
 - Connect the scenario to the competency
4. The first student to have a BINGO wins!



Teacher Tips:

- Guide students to focus on the skills demonstrated in each scenario prompt, even if it overlaps with other C.A.R.E.S. competencies. If students can explain why a prompt fits a specific competency, they may mark it on their Bingo card.
 - **Teacher Language:** “I can tell you are thinking deeply about this.”
- Use scenario prompts throughout the day—during morning meetings, closing circles, or transitions—so students become familiar with them before playing. Reinforce scenarios regularly to build awareness of competencies.

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Teacher Instructions: Read these prompts in any order.

- Blake and Shen worked together to complete a project for science class, and they were excited when they got a good grade.
- Doba was listening to music on the iPad, but when it was Imani's turn to use it, Doba gave Imani the iPad without complaining.
- Jade, Kofi, and Luna played together at recess and each wanted to play a different game. After talking about it, they decided to spend 10 minutes playing each person's game together.
- Gabriel saw that Luna was struggling to complete a project in art class, so he offered to help her finish her assignment and show her how to draw what she needed.
- Imani was working with a group to complete a rock climbing challenge. However, she needed help getting to the top, so she asked her group leader for tips on making the climb easier.
- Gabriel asked for help when he was stuck on a math problem.
Luna spoke up for Jade when she wasn't treated kindly at recess.
- Doba was honest when speaking with her parents about a mistake she made.
Kofi was frustrated when he missed the game-winning goal, but despite his disappointment, he still had fun playing.
- Shen saw Imani struggling to carry all the library books, so he offered to help.
- Luna got her permission slip for the field trip signed by her parents and returned it to her teacher the next day.
- As her dance teacher had instructed, Imani practiced every day for weeks, preparing for her dance recital.
- Kofi read through the class' computer rules before signing the computer station contract, so now he can log in and complete his digital assignments.



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- When their stations were done, Jade, Gabriel, and Doba put away their mess and cleaned up their areas before returning to their seats.
- Shen accidentally bumped into the student before him when running to line up after recess. He immediately apologized and helped the student up.
- Jade walked Kofi to the nurse after getting hurt at recess.
- Gabriel greeted Anisa's mom politely when she volunteered in class.
- Blake couldn't wait to attend the Traditions Around the World fair to learn about other cultures.
- Imani noticed that her teacher was having a difficult day so she drew her a picture to cheer her up!
- Doba noticed Jade looked sad at recess, so she invited her to play.
- After recess, Kofi and Blake reminded each other to calm down before entering the library.
- Imani and Luna were so excited for their playdate after school! They wanted to sit next to each other on the carpet during the read-aloud, but they knew they'd be distracted, so they chose different seats.
- Blake was frustrated that he still couldn't tie his shoes. Even though he kept knotting up his laces, he hoped he'd figure it out and kept trying!
- It was so hard for Shen to wait his turn to use the sewing machine in art class. He patiently waited in line, watching the others.
- Anisa felt frustrated because she couldn't think of anything to write about for her story. She took a deep breath and calmed herself down before picking up her pencil.



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 Cooperation	 Assertiveness	 Responsibility	 Empathy	 Self-Control
 Assertiveness	 Responsibility	 Cooperation	 Self-Control	 Empathy
 Empathy	 Self-Control	 Responsibility	 Cooperation	 Responsibility
 Cooperation	 Assertiveness	 Cooperation	 Empathy	 Assertiveness
 Self-Control	 Responsibility	 Assertiveness	 Self-Control	 Empathy



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 Self-Control	 Responsibility	 Assertiveness	 Responsibility	 Empathy
 Empathy	 Cooperation	 Self-Control	 Cooperation	 Responsibility
 Assertiveness	 Cooperation	 Self-Control	 Assertiveness	 Empathy
 Self-Control	 Empathy	 Assertiveness	 Empathy	 Cooperation
 Assertiveness	 Responsibility	 Self-Control	 Cooperation	 Responsibility



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 Empathy	 Assertiveness	 Self-Control	 Responsibility	 Self-Control
 Responsibility	 Cooperation	 Empathy	 Assertiveness	 Cooperation
 Assertiveness	 Responsibility	 Assertiveness	 Cooperation	 Self-Control
 Empathy	 Self-Control	 Responsibility	 Assertiveness	 Responsibility
 Self-Control	 Cooperation	 Empathy	 Empathy	 Cooperation



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 <p>Self-Control</p>	 <p>Assertiveness</p>	 <p>Responsibility</p>	 <p>Cooperation</p>	 <p>Empathy</p>
 <p>Assertiveness</p>	 <p>Self-Control</p>	 <p>Empathy</p>	 <p>Responsibility</p>	 <p>Cooperation</p>
 <p>Empathy</p>	 <p>Assertiveness</p>	 <p>Cooperation</p>	 <p>Assertiveness</p>	 <p>Cooperation</p>
 <p>Cooperation</p>	 <p>Responsibility</p>	 <p>Self-Control</p>	 <p>Responsibility</p>	 <p>Self-Control</p>
 <p>Self-Control</p>	 <p>Empathy</p>	 <p>Responsibility</p>	 <p>Assertiveness</p>	 <p>Empathy</p>



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 Responsibility	 Self-Control	 Empathy	 Cooperation	 Responsibility
 Empathy	 Empathy	 Assertiveness	 Responsibility	 Cooperation
 Assertiveness	 Self-Control	 Responsibility	 Self-Control	 Assertiveness
 Self-Control	 Cooperation	 Empathy	 Cooperation	 Self-Control
 Assertiveness	 Responsibility	 Empathy	 Assertiveness	 Cooperation

