

# Kindness Memory Match (Levels A-B)

# GRATITUDE

To help students build awareness of kindness through a simple, visual matching game that encourages turn-taking and communication using pictures or symbols.



## Learning Intentions

### Recognise Simple Acts of Kindness:

Students will explore visual examples of kind actions.

### Practise Early Sharing:

Students will use gestures, pictures, or AAC to show a kindness choice.

### Work with Others:

Students will take turns and celebrate when pairs are found.



## Success Criteria

Students choose between Option A or Option B by moving, pointing, or using AAC.

Students express their choice with a gesture, picture, vocalisation, or word.

Students show engagement when others share their choices (looking, smiling, clapping).

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**Duration:** 15 - 20 minutes

## Objective

To help students build awareness of kindness through a simple, visual matching game that encourages turn-taking and communication using pictures or symbols.

## What You Need

6 pairs of kindness picture cards (12 total) (found in PDF resource)  
AAC with vocabulary like *kind*, *help*, *friend*, *happy*

## Setup

Print and cut out a set of Kindness picture cards (one set per pair).

Create playing pairs.

Place all kindness cards face down in a simple grid on a table or floor.

Ensure cards are spaced wide enough for students using mobility aids.

Model how to flip a card and look at the picture and then how to find its matching card.

## Gameplay / Activity Steps

### Step 1: Teacher Demonstration

Show how to take a turn:

- Flip over one card
- Flip a second card
- Look for a match

If matched: "Two helping cards! That is a match!"

If not: "Not the same. We turn them back over."

### Step 2: Student Turns

Each student takes a turn by:

- flipping two cards
- pointing to the cards they want flipped (adult flips)
- identifying cards using AAC or gesture

Support students with hand-under-hand assistance if needed.

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## Step 3: When a Match Is Found

Remove the two matching cards from the playing grid. Student shows or communicates something about the kindness picture by:

- pointing to the picture
- hugging themselves (kindness)
- smiling
- saying or pressing AAC, "kind," "friend," "help," "happy"

Teacher models simple language:

"Helping is kind."

"Sharing makes friends happy."

The student keeps the pair in front of them or gives it to a staff member to collect.

## Step 4: Continue Until All Matches Are Found

Encourage peers to clap, smile, or give a thumbs up when someone finds a match.

Repeat turns until no cards are left.

## Reflection Prompts (supported with visuals)

- "What kind action do YOU like?"
- "Who is kind to you?" (students point to visuals of family, teachers, friends)
- "How does being kind make you feel?" (choose happy/calm/excited)

Encourage gestures, eye gaze, AAC, or picture-pointing.

## Sensory-Seeking Learners Variation

### 1. Textured Kindness Cards

Make cards tactile:

- soft felt → hugging
- bumpy dots → helping hands
- shiny foil → sharing a toy
- fuzzy cloth → comforting

Students explore textures before matching.

### 2. Movement Matching

When a match is found, students do a simple movement inspired by the card:

- Helping = high five
- Sharing = hand-to-heart
- Smiling = big smiles
- Playing together = clap twice

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## 3. Oversized Floor Cards

Place large A4 or A3 picture cards on the floor to allow whole-body movement and accessible matching.

## 4. Sensory Break Matches

After finding a pair, students may:

- squeeze a sensory ball
- spin a ribbon
- stomp gently
- do a deep-pressure push on a wall

## AAC-Specific Supports

### 1. Core Vocabulary to Include

*kind, help, friend, happy, my turn, your turn, same, more, finished*

### 2. Aided Language Input

Model on the device while speaking:

"It is MY turn."

"These are the SAME."

"This is KIND."

"I feel HAPPY."

### 3. Responding to Matches

Students may press:

- "same"
- "friend"
- "helping"
- "good job"

Teacher expands:

"You said 'friend!' Yes, being kind helps friends."

### 4. Choice-Making

Teacher points to two cards and asks:

"Which card first?"

Student chooses via AAC, gesture, or eye gaze.

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## 5. Supported Expression

When a match is made, allow students to respond with:

- AAC button
- pointing to "happy" symbol
- gesture (clap, smile)
- vocalisation

All expressions are recognised as meaningful.

## Notes for Inclusion

Allow for:

- different motor abilities (pointing, tapping, eye gaze)
- adult support during card flipping
- simplified language
- flexible turn-taking
- celebration of ALL attempts





# KINDNESS PICTURE CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS FLIP OR POINT TO TWO CARDS TO LOOK FOR A MATCHING PAIR. WHEN A MATCH IS FOUND, REMOVE THE PAIR AND CELEBRATE WITH PEERS USING SMILES, OR CLAPS. CONTINUE UNTIL ALL MATCHES ARE COLLECTED AND EVERY STUDENT HAS HAD MULTIPLE OPPORTUNITIES TO PARTICIPATE.



# KINDNESS PICTURE CARDS



SITTING WITH  
SOMEONE



SITTING WITH  
SOMEONE



PLAYING WITH  
SOMEONE



PLAYING WITH  
SOMEONE



# KINDNESS PICTURE CARDS



SHARING WITH  
SOMEONE



SHARING WITH  
SOMEONE



HUGGING SOMEONE



HUGGING SOMEONE

