

# Get Ready to Race!

The topic of inclusiveness can best be practiced through team building games. This lesson will focus on the importance and necessity of including everyone to accomplish a team goal through a relay race.

## Caring Sub-Concepts

Fairness, Kindness

## Lesson Timeframe

25-30 minutes

## Required Materials

- Move It! Cards (see below)
- Large Piece of Paper

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL  
AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.  
See last page for details.

## Lesson Objective

Students will be able to:

- State the definition of inclusiveness.
- Implement the concept of inclusiveness through the completion of a team focused relay race.
- Demonstrate ways to include others that have different abilities.

## Teacher Connection/Self-Care

Teamwork is an essential part of teaching. Look around - who is on your team? Are you a cohesive team or could you be more inclusive of others? What could you do to help bring people together more?

### Tips for Diverse Learners

- Review the picture cards for each action card used during the game ahead of time, using body language to demonstrate them.
- Divide groups up ahead of time by varying abilities to increase inclusiveness.
- Add cards based on the physical needs of your classroom as needed. (blank cards included below)

## Share

5 minutes

If you did Lesson 1 in this unit, the following questions will be a review. If you did not, be prepared to help prompt students in their answers.

- What does “special” mean?
- Name one thing that makes you special.



## Inspire

### What is Inclusiveness?

3-5 minutes

Explain that today we are going to talk about **inclusiveness**. This can feel like a big word but it has a very easy definition.

**Inclusiveness** means: *Including others, inviting them in, and welcoming them with open arms.*

When we include them we tell them they are special and we want to spend time with them. The word inclusiveness is just a bigger way to say everyone deserves to be included.

### How can we practice Inclusiveness?

5-7 minutes

Explain that practicing inclusiveness takes kindness and courage. We can help others feel included simply by asking them to play with us, cheering them on during our games, and smiling when they are talking.

Using a large piece of paper, draw a large rectangle divided into four sections and write the word inclusiveness in the center above the rectangle. Label each square with a different location (home, school, playground, daycare, etc.) and brainstorm ways to practice inclusiveness in each area. Ideas might include inviting people to play with you, sitting next to someone who is alone, asking someone to eat lunch with you, helping someone who needs it, sharing a toy, etc. Hang the paper up and refer to it when you see children left out!



## Empower

10 minutes

To practice this skill, the class will have a relay race. The object of each team is to include every team member in the relay.

### Step 1

Divide the class into 3-4 groups depending on class size and space. You should have between 6 and 8 students in each group. This race can be done by moving desks to the edge of the classroom, in the gym, or outside if weather permits.

### Step 2

Explain the rules of the game. Every team member must pick a card from the “Move it!” pile. Emphasize that they have the ability to trade out a card and select one that works for them. Each card has a picture of HOW they must walk across the room and back. The next person cannot go until they tag their hand. Place a starting line on the floor for all teams; masking tape works well.

**Note:** this activity is easily accommodated for different abilities. People in wheelchairs can wheel, physically limited students can be helped by another

student, etc.

### Step 3

Allow 5-7 minutes for students to identify which type of moving card they will copy. Students must work together as a team to include every person on their team. If there are people who will need certain cards, the team must work together to include them. You will need to walk around and provide assistance for groups with diverse ability levels. Keep the language positive and inclusive.

### Step 4

Race! You can do this two ways: time each team and see if they can beat their own time, or have all the teams race at the same time.



## Reflect

3-5 minutes

After the relay is completed, have a discussion about inclusiveness.

- Did anyone feel left out during our race?
- What type of moving did you do during the race?
- How did you pick your card?
- Was it easy for you to participate?
- Did you feel included today?

The topic of inclusiveness can be difficult to explain to this age group. However, kindergarteners understand how it feels to be left out. They are also becoming aware of different abilities and can comprehend what it feels like to not be “enough” (fast enough, smart enough, etc.) This game allows them to work together to empower the entire team to complete the race in the way that works best for each player.



## Extension Ideas

- Create other relay races as a class to practice team building and class morale. Depending on your class composition relays might include: blowing paper with a straw, kicking balls through cones, dribbling, three-legged race, etc.



The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

## RANDOM ACTS OF KINDNESS FOUNDATION®

**GALLOP like a HORSE**



Horse by Alexey Bondarenko from the Noun Project

**STOMP like a COW**



Cow by Alessandro Sured from the Noun Project

**WALK like a CRAB**



Crab by Andy Hc from the Noun Project

**STRUT like a ROOSTER**



Rooster by Dolly Holmes from the Noun Project

**HOP like a BUNNY**



Rabbit by Madeline Bennett from the Noun Project

**WADDLE like a DUCK**



Duck by landjoff from the Noun Project

**WALK SLOWLY**



Walk by Adrien Coupé from the Noun Project.

**WALK ON ONE FOOT  
with a HELPER**



Walk by Adrien Coupé from the Noun Project.

**WALK using CRUTCHES**



crutches by Loudoun Design Co. from the Noun Project.

**ROLL like a BICYCLE**



Bike by iconicon from the Noun Project.

**WALK with your eyes closed  
with a helper**



Walk by Adrien Coupé from the Noun Project.

**WALK backwards with  
a helper**



Walk by Adrien Coupé from the Noun Project.

**SKIP and CLAP**



crutches by Loudoun Design Co. from the Noun Project.

**SIT and SCOOT**



Bike by iconicon from the Noun Project.