

Mission Possible: Teamwork

In this lesson, students will learn about inclusiveness through the lens of teamwork. They will play a game where they must work together to get from one end of the classroom to the other as a team. Ultimately, the lesson shows students that everyone brings value to the team and that the team cannot experience success without the contributions and participation of everyone.

Inclusiveness Sub-Concept(s)

Kindness

Lesson Timeframe

30-35 minutes

Required Materials

- ☐ Enough paper plates (or pieces of construction paper) to accommodate the rules of the game.
- ☐ Masking or painters tape
- ☐ The Power of Teamwork Explained video:
<https://www.youtube.com/watch?app=desktop&v=SOIYTTFwBcM>

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.



Lesson Objective

Students will:

- Recognize that teamwork requires inclusiveness.
- Practice teamwork through a game situation.

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

- Students who are not physically able to play in the game can still be included as strategists; they can draw out or explain to their team how to best get everyone across. The team could also work to help the physically-limited student still get across per game rules (if this option is safe for the student).

Share

3-5 minutes

Start by reviewing the definition of **inclusiveness**. See if students can state the definition: *Including others, inviting them in, and welcoming them with open arms.*

Then, have students get into small groups and ask them to solve one of the following riddles as a team. See which group can solve it the fastest. Set a 3 minute timer:

Riddle: The more you take, the more you leave behind. What am I?

Answer: Footsteps.

Riddle: I have keys but no locks. I have space but no room. You can enter, but you can't go outside. What am I?

Answer: A keyboard.

Riddle: I am an odd number. Take away one letter, and I become even. What number am I?

Answer: Seven (remove the "s" and it becomes "even").



Inspire

3-5 minutes

What you all just did together is considered teamwork. You worked together as one unit to accomplish a goal.

**If interested and is an available option, you could show the class the following video about teamwork:*

Show: The Power of Teamwork Explained

Link: <https://www.youtube.com/watch?app=desktop&v=SOIYTTfwBcM>

Ask: (Applicable with or without showing the video above)

- What kind of teamwork do you engage in on a regular basis - whether you are on a formal team or not? **You may need to prompt them with some ideas if you did not watch the video - things like working on a group project at school or playing games at recess or helping out at home.*
- How does being on a team or engaging in teamwork encourage inclusiveness?



Empower

15-20 minutes

We are going to play a game now that requires teamwork.

Instructions:

- Have students prepare the room by moving tables, chairs, and desks so there is an open space in the middle of the room.
- Run two lines of masking or painters tape to create the start and finish lines, approximately 20-30 feet apart or as large (or small) as your space and team sizes permit.
- Divide students into teams of 7 to 10 and give each team enough paper plates for each person on their team but one. (e.g., if there are 8 people on the team, they get 7 paper plates). If your area is quite small, you might consider giving teams even fewer plates (perhaps half, or 4 plates for 8 players).
- Once all the players are assigned to a team, have the teams stand at the start line and explain the rules.

Rules:

- Only one foot can be on each plate at a time (no overlapping feet).
- No team member can touch the ground between the start and end lines; they must always be on a paper plate.
- Once a paper plate is stepped on, it is “in play” and can’t be moved unless it’s unoccupied.
- If anyone steps off a paper plate and touches the ground, the whole team must start over.
- The team must all cross the finish line together, meaning they must strategize to ensure everyone gets across using the limited plates.

Special notes:

- There is nothing in the rules that prevents sharing plates among teams. The teacher may prompt the teams to consider this option by either asking the question, “Is this a race?” or by stating, “The world would be a much better place if people learned to share their materials.”
- If a team is struggling, remind students to work together, remain calm, think about how everyone needs to be included in the solution, and communicate.



Reflect

5 minutes

After the activity, open it up for some discussion. Be prepared to give students time to talk through struggles they had, especially if there was a conflict during the activity.

Ask:

- Was this activity easy or difficult? Why?
- What are some challenges you had to work through in order to be successful?
- What were some of your strengths as a team?
- How did you show inclusiveness while you were playing the game?
- How can you transfer these skills and strengths to other teams you are part of?



Extension Ideas

- Have kids teach this game to their family/friends and play it at home!



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AS A RECOMMENDED
PROGRAM FOR SOCIAL
AND EMOTIONAL
LEARNING.

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/>

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