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| LESSON TITLE:            | WHO PULLS THE SLED?  |
| BACKGROUND INFORMATION:  |  |
| CREATED BY:              | JULI WESTRICH, 2023 TEACHER ON THE TRAIL™  |
| GRADE LEVEL/<br>SUBJECT: | K-12<br>LIBRARY/ SOCIAL EMOTIONAL LEARNING: SOCIAL AWARENESS (GRATITUDE)/ CULTURALLY RELEVANT-SUSTAINING EDUCATION (CR-SE)   |
| ESSENTIAL QUESTION:      | HOW DO MY ACTIONS IMPACT OTHERS?   |
| LEARNING OBJECTIVES:     | <p>I CAN:</p> <ul style="list-style-type: none"> <li>● IDENTIFY DIFFERENT VOLUNTEER ROLES INVOLVED IN THE IDITAROD</li> <li>● LIST PEOPLE WHO WORK IN MY SCHOOL/DISTRICT TO MAKE IT RUN SMOOTHLY</li> <li>● ACKNOWLEDGE THE IMPORTANCE OF EVERY ROLE IN MY SCHOOL/DISTRICT/COMMUNITY TO MY PERSONAL SCHOOL EXPERIENCE</li> <li>● CREATE AN AUTHENTIC DISPLAY OF GRATITUDE TO HONOR THE WORK OF THOSE IN MY SCHOOL</li> </ul> |
| STANDARDS ADDRESSED:     | <p>LIBRARY STANDARDS: INFORMATION FLUENCY CONTINUUM GRADES K-12</p> <p>1. INQUIRY &amp; DESIGN THINKING: WE ARE THINKERS AND DESIGNERS</p> <p>STANDARD 1.1: INFORMATION-FLUENT LEARNERS USE AN INQUIRY PROCESS TO CONNECT TO PRIOR EXPERIENCE AND</p>  |

BACKGROUND KNOWLEDGE, WONDER AND ASK QUESTIONS, INVESTIGATE, CONSTRUCT NEW UNDERSTANDING, EXPRESS LEARNING, AND REFLECT ON THE PROCESS AND PRODUCT OF LEARNING.

- FORMULATES QUESTIONS FOR INVESTIGATION OF A TOPIC
- MAKING SENSE OF INFORMATION AND NOTETAKING

2. SOCIAL AND CIVIC RESPONSIBILITY: WE ARE CITIZENS.

STANDARD 3.2: INFORMATION-FLUENT LEARNERS DEMONSTRATE EFFECTIVE COLLABORATION IN THE EXCHANGE OF INFORMATION, IN BOTH THE FACE-TO-FACE AND DIGITAL ENVIRONMENT

- PARTICIPATES IN COLLABORATIVE CONVERSATIONS WITH PEERS AND ADULTS TO SHARE IDEAS AND INFORMATION

3. PERSONAL GROWTH AND AGENCY: WE ARE CONFIDENT INDEPENDENT LEARNERS.

STANDARD 4.2: INFORMATION-FLUENT LEARNERS DEVELOP AGENCY (PERSONAL IDENTITY AND CONFIDENCE) TO EXPRESS THEIR IDEAS, RAISE AWARENESS, ADVOCATE FOR CHANGE, AND/OR TAKE SOCIAL ACTION.

- ACTIVELY ENGAGES IN CONVERSATIONS WITH OTHERS BY CONTRIBUTING OWN IDEAS AND DISPLAYING CONFIDENCE IN OWN REASONING AND OPINIONS

CASEL FRAMEWORK – SOCIAL AWARENESS

- THE ABILITIES TO UNDERSTAND PERSPECTIVES OF AND EMPATHIZE WITH OTHERS:
  - UNDERSTANDING AND EXPRESSING GRATITUDE
  - RECOGNIZING STRENGTHS IN OTHERS

NYS CULTURALLY RESPONSIVE–SUSTAINING EDUCATION  
FRAMEWORK (CR–SE)

- CREATE A WELCOMING & AFFIRMING ENVIRONMENT
  - MAKE AN EFFORT TO BUILD STRONG RELATIONSHIPS ACROSS GROUPS
  - BUILD RESPECT AND MUTUAL UNDERSTANDING ACROSS THE SCHOOL COMMUNITY
- FOSTER HIGH EXPECTATIONS & RIGOROUS INSTRUCTION
  - DEVELOP MINDSET THAT HIGH EXPECTATIONS MEANS CARING ABOUT MORE THAN JUST A GRADE, BUT ALSO PERSONAL GROWTH AND CHARACTER DEVELOPMENT
- IDENTIFY INCLUSIVE CURRICULUM & ASSESSMENT
  - ASK QUESTIONS ABOUT SELF, COMMUNITY AND SOCIETY THAT SERVE AS OPPORTUNITIES TO CONNECT IN–SCHOOL LEARNING WITH THE WORLD OUTSIDE THE CLASSROOM
  - COLLABORATE WITH TEACHERS, PEERS, AND ADMINISTRATORS TO CREATE MEANINGFUL LONG–TERM PROJECTS

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| <p><b>MATERIALS NEEDED:</b></p> | <ol style="list-style-type: none"> <li>1. WHITE BOARD, MARKERS</li> <li>2. ACCESS TO IDITAROD.COM/EDU WEBSITE</li> <li>3. RESEARCH TOOLS:</li> </ol> <p>K-4 CLIPBOARDS, PENCILS, OR RECORDING MATERIALS FOR SCHOOL STAFF "WALK"</p> <p>5-12 CLIPBOARDS, PENCILS, OR RECORDING DEVICE FOR SCHOOL STAFF "INTERVIEWS"</p> <ol style="list-style-type: none"> <li>4. PRINTABLE <a href="#">MUSHER AND HUSKY</a> (CREATIVE COMMONS IMAGES FOR EDUCATIONAL USE)</li> <li>5. MARKERS, CRAYONS, OR OTHER MATERIALS TO CREATE THANK YOU NOTES, AND DECORATE THE "SCHOOL SLED" BULLETIN BOARD</li> </ol> |
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**PROCEDURE:**

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| <p><b>BEFORE TEACHING:</b></p>       | <p>IDENTIFY KEY VOLUNTEER ROLES IN THE IDITAROD.</p> <p>IDENTIFY KEY ROLES IN YOUR SCHOOL/DISTRICT TO HIGHLIGHT FOR APPRECIATION/GRATITUDE.</p>   |
| <p><b>ENGAGEMENT: 30 MINUTES</b></p> | <p>DEFINE: WHAT IS GRATITUDE? (STUDENT LED/ TEACHER SUPPORTED)</p> <ol style="list-style-type: none"> <li>1. WRITE STUDENT DEFINITIONS ON BOARD</li> <li>2. CONSOLIDATE DEFINITION IDEAS INTO ONE SINGLE DEFINITION THAT ALIGNS WITH "FEELING GRATEFUL"</li> <li>3. INCLUDE SYNONYMS: THANKFULNESS, APPRECIATION, RESPECT, ETC.</li> </ol> <p>EXPLORE GRATITUDE FOR IDITAROD VOLUNTEERS</p> |

1. LIST VOLUNTEER ROLES IN IDITAROD. EXAMPLES: DOG HANDLER (START, RE-START, FINISH), PILOT, VETERINARIAN, TRAILBREAKER, CHECKPOINT VOLUNTEER, COOK, COMMUNICATIONS, FOOD BAG SORTER, CLEAN UP CREW! AS STUDENTS GO THROUGH EACH STEP OF THE RACE THEY SHOULD BE ABLE TO ADD MORE AND MORE VOLUNTEERS TO THE LIST.
2. EXAMINE THE LIST AND EMPHASIZE THAT NOT ALL VOLUNTEER POSITIONS ARE GLAMOROUS (LIKE PILOT) BUT ALL ARE NECESSARY (FOOD BAG SORTER).
3. POSE THE ESSENTIAL QUESTION FRAMED IN TERMS OF IDITAROD: HOW DO THE ACTIONS OF VOLUNTEERS IMPACT OTHERS?
4. SHARE STORIES OF BRENT SASS/ KATHLEEN JANCZAK IN POST WHO PULLS THE SLED? OR READ SEVERAL OF THE VOICES OF THE VOLUNTEERS BY 2021/2022 TEACHER ON THE TRAIL™ JIM DEPREZ.

RESEARCH THE ROLES OF BUILDING/DISTRICT STAFF

1. TAKE A WALK AROUND THE BUILDING TO OBSERVE EVERY ASPECT OF HOW IT FUNCTIONS SUCCESSFULLY SO STUDENTS CAN HAVE A POSITIVE LEARNING EXPERIENCE. CREATE A LIST AS YOU GO THAT CAN BE DISPLAYED IN THE CLASSROOM UPON RETURN.
2. DISCUSS EACH ROLE ON THE LIST. ASK STUDENTS TO THINK CRITICALLY ABOUT WHAT WOULD HAPPEN IF NO ONE DID THIS JOB?

NOTE: ENCOURAGE STUDENTS TO THINK CRITICALLY ABOUT THEIR SPACE. CUSTODIANS, CLERICAL STAFF, BUS DRIVERS, AND LUNCH SERVICE SHOULD BE TOP OF THE LIST, BUT CONSIDER THOSE LESS VISIBLE STAFF MEMBERS: WHO MOWS THE

LESSON: K-4  
GRADE LEVEL  
DEPENDENT

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| <p>5-12<br/>GRADE LEVEL<br/>DEPENDENT</p>  | <p>FIELD OR PUTS NEW MULCH ON THE PLAYGROUND? MY DISTRICT HAS INTER-LIBRARY LOAN BETWEEN BUILDINGS – WHO IS DRIVING THE BOOKS FROM ONE SCHOOL TO ANOTHER? CONSIDER THE UNIQUE ASPECTS OF YOUR SCHOOL/DISTRICT THAT MIGHT REQUIRE SPECIFIC STAFF THAT AREN'T ALWAYS VISIBLE IN THE STUDENT EXPERIENCE – WHO MANAGES THE MONEY? TAKES CARE OF SECURITY?</p> <ol style="list-style-type: none"> <li>1. CREATE A LIST IN THE CLASSROOM OF DIFFERENT ROLES IN THE DISTRICT/BUILDING. SEND GROUPS OF 2-4 STUDENTS TO “INTERVIEW” STAFF ABOUT THEIR CONTRIBUTION TO THE SCHOOL.</li> <li>2. EACH GROUP REPORTS BACK TO THE CLASS ABOUT THE INDIVIDUAL THEY INTERVIEWED AND SHARES WHY THEIR ROLE IS IMPORTANT.</li> </ol>  |
| <p>CONCLUSION:<br/>K-4<br/>GRADE LEVEL<br/>DEPENDENT</p> <p>5-12<br/>GRADE LEVEL<br/>DEPENDENT</p> | <ol style="list-style-type: none"> <li>1. USING THE PROVIDED IMAGES OF SLED AND DOGS CREATE A “DOG TEAM” OF SCHOOL STAFF THAT ARE NECESSARY TO PULL THE CLASS TO THE FINISH LINE. POST IN THE CLASSROOM – OR HALLWAY TO MAKE SURE STAFF SEE THEY ARE APPRECIATED!</li> </ol> <p>NOTE: AN IDITAROD RACE SLED CAN HAVE A MAXIMUM OF 14 DOGS....BUT THERE ARE MANY MORE THAN 14 ESSENTIAL SCHOOL STAFF SO MAKE YOUR SLED AS LONG AS NECESSARY (JOE REDINGTON, SR. FATHER OF THE IDITAROD ONCE RAN A TEAM OF 200 DOGS IN CELEBRATION OF THE AMERICAN BICENTENNIAL)</p> <ol style="list-style-type: none"> <li>1. USING THE PROVIDED IMAGES OF SLED AND DOGS CREATE A “DOG TEAM” OF SCHOOL STAFF THAT ARE NECESSARY TO PULL THE CLASS TO THE FINISH LINE. POST IN THE CLASSROOM – OR HALLWAY TO MAKE SURE STAFF SEE THEY ARE APPRECIATED!</li> <li>2. STUDENTS COMPOSE A THANK YOU NOTE – TO SHOW APPRECIATION FOR THE TIME SPENT DURING THE INTERVIEW AND FOR AT LEAST ONE NEW ASPECT OF</li> </ol> |

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|                             | THE STAFF'S JOB THEY DIDN'T REALIZE OR APPRECIATE BEFORE THE PROJECT.   |
| ASSESSMENT:                 | <ol style="list-style-type: none"> <li>1. COMPLETED THANK YOU DOCUMENTATION TO BE PRESENTED TO INDIVIDUALS IN THE SCHOOL COMMUNITY (LETTERS, DRAWINGS, VIDEO)</li> <li>2. "SLED" BULLETIN BOARD TO DISPLAY PUBLICLY THE ACKNOWLEDGEMENT OF THE WORK OF ALL IN MAKING THE SCHOOL RUN SMOOTHLY</li> </ol>   |
| NOTES:                      |   |
| ENRICHMENT/<br>SUGGESTIONS: | <p>READ: <i>BIG ENOUGH ANNA</i> AND/OR <i>DOUGGIE</i> BY PAM FLOWERS TO EXTEND THE CONCEPT OF GRATITUDE FOR ALL OUR CONTRIBUTIONS AND GIFTS. ANNA EXEMPLIFIES THE HARD WORKER WHO GETS THINGS DONE, DOUGGIE PROVIDES SOME COMIC RELIEF AND STRUGGLES TO FOCUS. WE NEED ALL TYPES OF LEARNERS TO MAKE OUR CLASSROOM A HAPPY PLACE TO BE AND WE GRATEFULLY ACKNOWLEDGE EVERYONE'S SPECIAL CONTRIBUTIONS</p> |
| OTHER:                      | <p>ADDITIONAL EXTENSION: HAVE STUDENTS DRAW THEIR OWN DOGSLED AND HUSKY TO PULL (TO MAKE INDIVIDUAL GRATITUDE SLEDS)</p> <p>CHECK OUT JIM DEPRez'S DRAWING TUTORIALS FROM HIS POST <a href="#">VOICES OF THE VOLUNTEERS: JEFF SCHULTZ SLED &amp; MUHSER</a> DRAWING TUTORIAL</p> <p><a href="#">HUSKY</a> DRAWING TUTORIAL</p>  |