

<b>Title:</b>	
<b>And the Nominees Are...</b>	
<b>Developed by:</b> Jane Blaile 2008 WFTOTT™	
<b>Discipline/Subject:</b> character education	
<b>Topic:</b> appreciation of others' intrinsic qualities and personality traits	
<b>Grade Level:</b> 4-8	
<b>Resources/References/Materials Teacher Needs:</b> descriptions of the Iditarod Trail Sled Dog Race awards given for character (as opposed to ability or skill) such as the Red Lantern Award, the Golden Stethoscope Award, the Humanitarian Award, Sportsmanship Award, and Most Inspirational Musher Award.	
<b>Lesson Summary:</b> Students will reflect on intrinsic qualities of people, contrast that to physical or skills abilities, and design an award for someone in their life celebrating his/her character.	
<b>Standards Addressed:</b> Although there are no character education standards, the Character Education Partnership, which sponsors the Schools of Character Awards Program, states Principle 1: schools of character are those that promote core ethical values as the basis of good character and Principle 2: students grow to understand core values by studying and discussing them, observing behavioral models, and resolving problems involving the values.	
<b>Learning Objectives:</b> The students will: <ul style="list-style-type: none"> <li>○ categorize qualities for which awards are given (analysis)</li> <li>○ compare character qualities to other types of qualities such as physical attributes or skills (analysis)</li> <li>○ select an influential person in his/her life that strongly portrays an intrinsic character quality (evaluation)</li> <li>○ design and create an award that reflects the quality for that person (synthesis)</li> </ul>	<b>Method of Assessment for Learning:</b> use accompanying rubric

**Procedural Activities:**

1. Introduce students to the character awards given through the Iditarod Trail Sled Dog Race.
2. Have students name awards they are familiar with. (Heisman trophy, Nobel Peace Prize, Youth Character Award, Young Leadership Award, Best Actor in a Supporting Role, etc.)
3. As they share, categorize the awards into two separate lists without labeling the lists. ( awards for character, awards for other reasons such as abilities, physical appearance, or intelligence)
4. Allow students to synthesize why the awards are in the list they are. Some are ability, some are for character.
5. Brainstorm a list of character traits such as perseverance, dedication, friendliness, kindness, responsibility, trustworthiness, honesty, etc.
6. Lead students to explain/define each one. Include what it "looks" like to exhibit each quality.
7. Ask the students to consider the important people in their own lives and select one most influential. This may be a family member, friend, neighbor or another individual with a strong influence and presence in their lives. They should identify which character trait that person has that makes s/he stand out compared to others. It is important to focus on personality and not physical appearance, intelligence, or special abilities and talents.
8. Have each student create an award designed specifically to reflect the trait being honored. For example, an award for friendliness might be two hands shaking or a hard-worker award might be made of tools to represent hard work. They may use any materials or design as long as it follows the guidelines given. It's sometimes kept secret from the honoree until the award has been brought to class and shared. Each student names the person who is to receive his/her award, explains how the recipient exhibits the trait, and describes the design of the award.
9. Encourage them to actually present the award to the honoree.

**Materials Students Need:** Students may use any materials they wish.

**Technology Used to Enhance Learning:** Internet access, students may use technology to create their awards

**Other Information:** The 2007 awards can be found at [www.iditarod.com](http://www.iditarod.com) under 2007 Iditarod, Special Awards.

**Modifications for Special Learners/Enrichment Opportunities:**

Plan ahead to have a monthly theme, for example honesty, responsibility, trustworthiness, respect, etc. for the school year. Have character education lessons all year long and have the students nominate classmates or others in the school to receive awards for these qualities.