



Auto B Good™

CHARACTER EDUCATION



21

TRUSTWORTHINESS • HEROIC • PEACEFULNESS
MILLVILLE SUPERSPEEDWAY

CREW CHIEF HANDBOOK

The top of the page features a blue sign with a checkered border. On the sign, the words "Auto B Good" are written in a stylized font. The letter "B" is replaced by a large, colorful letter "B" with a yellow top half and a green bottom half. Above the sign, two checkered flags are pinned to the background with gold pushpins.

Auto B Good™

CHARACTER EDUCATION

WELCOME TO THE MILLVILLE SUPERSPEEDWAY!

This character development series was prepared for students by active teachers and principals. We suggest that each character trait would take up to a week to complete. The week could be divided in the following way:

- One class session to watch the related video segment from "Auto-B-Good."
- Four class periods of discussion, student interaction, and activities which would support and strengthen the understanding of each character trait. Each class session may vary from 10-20 minutes or longer, based on time available.

OBJECTIVES FOR THESE LESSONS:

Students will:

- learn, review and assess what they know about each character trait
- understand how that character trait affects their lives
- understand how the lack of character negatively affects others

Helpful hint:

Begin by asking yourself the question, "What can I do during this session to take a student who lacks this character quality to the point of both knowing it and desiring how to acquire it?"

RESULTS OF THESE LESSONS:

Students should

- know – to have practical understanding of the trait
- desire – to want the trait in their own life
- do – to put the trait into action

Index

PAGE 3-4 Lap 1 – **TRUSTWORTHINESS**

Video: "Monster Trap" (14:03)

PAGE 5-6 Lap 2 – **HEROIC**

Video: "Western Hero" (14:12)

PAGE 7-8 Lap 3 – **PEACEFULNESS**



Video: "The Quest for Power" (14:21)

PAGE 9 **MECHANICS TOOLBOX**

Additional lesson resources

LEGEND/KEY:

Each *Crew Chief Handbook* (Leader's Guide) is designed for a specific race – each race is broken into three laps (or lessons). Each lap has the same elements...

- **RECAP:** A quick synopsis of the video for each word of the week
- **UNDER THE HOOD:** Comprehension questions for students
 -  • Literal
 -  • Implied
- **QUALIFYING LAP:** Featured character trait highlights for lesson prep
- **RACE STRATEGY:** An assortment of related activities that can be incorporated into the overall lesson plan as needed
- **PUTTING IT IN GEAR:** An extra activity for the students to do outside of the classroom

TRUSTWORTHINESS

Deserving confidence, dependable
...trust is most important in a successful friendship



Monster Trap

When EJ was camping with his friends he heard something outside that scared him. It was even worse when his friend Izzi didn't believe him. Izzi finally realized that when you trust someone, you believe that what they are saying is true. When you don't know all the facts, counting on someone you know to be

trustworthy is a good first step in finding out the truth.

Under the Hood...



- How did everyone explain EJ's fear?
- How did Izzi help EJ?
- What did EJ's fear turn out to be?



- How do you think EJ felt when his friends didn't believe him?
- Why do you think Izzi chose to believe EJ?
- How do you think Izzi showed EJ she was a good friend?

Vocabulary: INTEGRITY / RESPONSIBLE / HONEST

QUALIFYING LAP

Give students the opportunity to discuss the following:

- My favorite part of the story was...
- In this story I saw an example of trustworthiness when...
- I consider myself trustworthy because...

Franklin said it is sometimes difficult to sort out the truth. In a strong friendship trust is an important part of sorting out the truth. What are some important ways you can demonstrate trustworthiness to a good friend?



Check out *The Mechanic's Toolbox* in the back of this booklet!



RACE STRATEGY

Activities:

- Have the students share with the class, how they think trustworthiness impacts others. Also discuss how the absence of trustworthiness impacts others. Make sure the students consider who in their own life they trust and why.
- Ask the students to discuss with a classmate the importance of trustworthiness when choosing a friend. Also, ask the students to discuss whether they think trust is more important than many other character traits.
- Instruct the students to choose a person from history known for their trustworthiness and write a paragraph about them.
- Direct the students to go home and talk to an adult about someone in the adult's life that is trustworthy and how important that is to them. Ask them to include in their discussion what makes this person trustworthy, and how being trustworthy has helped them be a better friend.



PUTTING IT IN GEAR...

For a week, keep a daily journal of anything you did which would make others see you as either trustworthy or untrustworthy. Include times at home, school, social connections, and any other interactions. At the end of the week, give yourself a grade on how trustworthy you have been.

Real heroes have the courage to help regardless of recognition
...discover the heroic possibilities within you



Western Hero

EJ meets a television character he thinks is his hero, Cowboy Hank. But Hank turns out to only be a hero on television. Another character, Rattle Trap wants to be a hero, but tries to become one by behaving poorly. In the end, we see the real heroes are Dusty and Sandy. They quietly come to the rescue of others over and over simply

because it is the right thing to do. Real heroes are seen to be those who help others in need whether they receive the credit or not.

Under the Hood...

- What were some of the ways Rattle Trap tried to show he was a hero?
- What were some of the ways Dusty and Sandy showed they were the real heroes?
- What did Hank do when they gave him the trophy?
- Why do you think Rattle Trap wanted to be a hero?
- How do you think EJ felt when Hank turned out not to be the hero he portrayed on TV?
- What do you think were some of the lessons EJ learned about being a true hero?

Vocabulary: COURAGE / HONORABLE / BRAVE

QUALIFYING LAP

Give students the opportunity to discuss the following...

- My favorite part of the story was...
- In this story I saw an example of a real hero when...
- I consider a real hero someone who...

At the end of the story, EJ finds out who he thought was a hero on TV was not the REAL hero. What does it take to be a true hero? Just because they play one on TV or in the movies does that make them a true hero? How has someone in your life turned out to be a real hero?



**Check out *The Mechanic's Toolbox*:
in the back of this booklet!**



RACE STRATEGY

Activities:

- Ask the students to discuss the heroes in their life. Then, ask the students to share what makes those individuals heroes? Instruct the students to write about someone in their life who is a hero.
- Generate a discussion with the students on the differences between heroes in movies or television and the ones that are real heroes. Have the students pair up to discuss these differences, and then bring the class back together to discuss the topic again.
- Direct the students to go home and interview an adult on what they believe makes a person a real hero. Ask the students to be prepared to discuss their findings in class the next day.



PUTTING IT IN GEAR...

To be a true hero, one must help others even if it means putting one's own safety at risk. Choose someone famous you consider a hero, and compare them to someone in your own life. Make a chart and compare what makes a real hero to what is just an illusion (fake hero).

PEACEFULNESS

Live in harmony with those around you
...get along with others, see what peacefulness is all about



The Quest for Power

EJ sees a movie about two cars battling for ultimate power. Because of their fighting they end up losing a friend. The same thing happens to EJ as he gets into a fight with the local bully and loses his peaceful friend Billy. Franklin teaches EJ that real power comes not from fighting, but from finding ways to make peace.

Under the Hood...

L

- What happened when EJ saw his friend, Billy, being nice to the bully?
- What did Billy do when EJ and the bully kept fighting?
- What happened to the friendship because EJ chose to fight?

I

- How do you think Billy felt when he was being pushed to fight the bully?
- How do you think Billy showed examples of being peaceful?
- How do you think EJ felt when he realized he lost his friend, Billy?

Vocabulary: KIND / GENTLE / THOUGHTFUL

QUALIFYING LAP

Give students the opportunity to discuss the following...

- My favorite part of the story was...
- In this story I saw an example of peacefulness when...
- One way I show peacefulness is...

Franklin tells us how destructive fighting and violence can be. What happened early in the story that showed an example of destruction? There are consequences to fighting. What are they, and what can we do to act more peacefully? Is there a time when you could have acted more peacefully?



**Check out *The Mechanic's Toolbox*:
in the back of this booklet!**



RACE STRATEGY

Activities:

- Instruct the students to look through the newspaper or on TV for examples of peacefulness. Ask the students about the kinds of feelings connected to peacefulness.
- Direct the students to create a list of ways they can show examples of peace. Make sure the students are specific.
- At recess ask the students to spend some time looking at other classes. Then ask them to consider how the other classes are showing peacefulness?
- The teacher will discuss with the class how acting peaceful can strengthen a friendship. Make sure the students include in the discussion the ways they can show peacefulness to their friends and others.



PUTTING IT IN GEAR...

Think of someone you know who is peaceful. Interview them on how they choose to handle situations peacefully. Make sure to include in the interview challenges they had to face as well.

MECHANICS TOOLBOX:

TRUSTWORTHINESS...

Here are some excellent stories about trustworthiness:

- Phillip Walton, *Sticking to it!: A Lesson in Trustworthiness* (Auto-B-Good)
- Amy Krouse Rosenthal, *Cookies: Bite-Size Life Lessons*
- Mary Small, *Being Trustworthy: A Book About Trustworthiness*
- Caralyn Buehner, *I Did It, I'm Sorry*
- Emily Lauren, *Trustworthiness*
- Regina Burch, Carla Hamaquchi, *Telling the Truth: Learning About Honesty, Integrity, and Trustworthiness* (Character Education Series)

HEROIC...

Here are some great examples of being heroic:

- Ian Falconer, *Olivia Saves the Circus*
- Maria Kalman, *Fireboat: The Heroic Adventures of the John J. Harvey*
- Robert F. Kennedy Jr., *Robert Smalls: The Boat Thief*
- Jack London, *The Call of the Wild*
- Candlewick, *Hero's Quest*
- Anna Harwell-Celenza, JoAnn E. Kitchel, *The Heroic Symphony*
- E. L. Konigsburg, *Mysterious Edge of the Heroic World*

PEACEFULNESS...

The following are great titles about peacefulness:

- Warren Hanson, *The Next Place*
- Munro Leaf, *The Story of Ferdinand*
- Todd Parr, *Peace Book*
- Nancy Yi Fan, *Swordbird*
- Rebecca Ollen, *Peacefulness*



Auto-B-Good Printable Activities

Designed specifically to be integrated with Auto-B-Good, Vols. 13-21.

To purchase or learn more, visit:
www.risingstareducation.com



Notes:

LAP

1

TRUSTWORTHINESS:

LAP

2

HEROIC:

LAP

3

PEACEFULNESS:



The Auto-B-Good™ series presents 63 different character traits that will captivate, entertain and educate students – of all ages. It is the goal of Rising Star Education to present products like Auto-B-Good™ that leave positive lasting impressions.

We would love to hear your story about Auto-B-Good™ and the difference it's making in your community, school and students' lives.



For books, posters, printable activities, additional resources, comments or questions, visit:

***www.RisingStarEducation.com
toll-free 888.900.4090***