

Auto B Good™

CHARACTER EDUCATION



20

SLOW TO JUDGE • FORGIVENESS • FRIENDSHIP
LEXINGTON SPEEDWAY

CREW CHIEF HANDBOOK



Auto B Good™

CHARACTER EDUCATION

WELCOME TO THE LEXINGTON SPEEDWAY!

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

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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
 - **L** • Literal
 - **I** • 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

SLOW TO JUDGE

Form your opinion based on the facts
...be careful not to judge too quickly - know your facts



The Case of the Missing Statue (Part 1)
When CJ's statue goes missing, Johnny and the others figure some of the cars who looked or sounded different must have stolen it; cars like Marley the visiting artist or Igor from the Junkyard. They didn't treat those cars very well. All were quick to judge and to come to negative conclusions without having all the facts.

Under the Hood...

L

- What did Johnny do when they found the statue missing?
- What reasons did the cars use to blame first Igor and then Marley?
- How did The Professor and the others find the clues used to suspect Marley?

I

- How do you think Johnny and the others felt when Igor told them about Marley?
- If Marley is innocent how do you think he would feel if he knew he was being judged quickly?
- Why would it be important for them to know the facts before blaming Igor or Marley?

Vocabulary: TOLERANCE / PATIENCE / DISCERNMENT

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 being quick to judge when...
- The problem with judging too quickly is...

When they found out the statue was missing the cars were quick to judge who was guilty. Were there any consequences to their actions? How do you think someone feels when they are blamed for something? Has something similar ever happened to you?



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



RACE STRATEGY

Activities:

- Ask the students to take a few minutes to describe the differences between Marley, Igor and the others. Have the students create a story with the same concepts of differences between people, but use a setting around your school.
- Instruct the students to think of a time when they were quick to judge a situation without having all the facts and they found out their conclusions were wrong. Make sure the students include the consequences to their actions.
- Ask the students to brainstorm a list of ways the cars could have found more clues regarding the disappearance of the statue. Make sure the students consider the methods the cars used to find the clues in their list.



PUTTING IT IN GEAR...

Think about a time when you were blamed for something you didn't do. Go home and ask how the other members of your family feel when they are blamed. Use your ideas to create a rap, poem or rhyme about the dangers of being too quick to judge someone.

FORGIVENESS

Overcome your resentment, pardon others
...to err is human to forgive is divine



The Case of the Missing Statue (Part 2)
Our friends go to great lengths to find out who took the statue. They are quick to judge who did it and feel awful when they discover they are wrong. Even though the one they accused, Marley, had a right to be mad, Marley, in an act of great strength, chose to forgive them instead. Everyone felt a whole

lot better when Marley showed forgiveness. Forgiveness is one special gift to give and receive.

Under the Hood...

- L**
 - How did the cars react when the statue was returned?
 - How did the cars apologize to Marley?
 - What did Marley say after the cars apologized?
- I**
 - How do you think the other cars felt when they realized what they had done?
 - How do you think the other cars felt when they saw the gift Marley made for their city?
 - Why do you think Marley forgave those who had judged him unfairly?

Vocabulary: CARING / FRIENDLY / UNDERSTANDING

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 forgiveness when....
- An example of a time when I showed forgiveness is when...

Marley forgave the cars for blaming him. What happened in the beginning that led to Marley being blamed? How do you think you are supposed to react when someone blames you and later your accuser finds out you were innocent? Has there ever been a time that something similar happened to you?



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RACE STRATEGY

Activities:

- The teacher will discuss with the class the importance of forgiveness. Ask the students to include in the discussion the challenges and the results of forgiving someone.
- Ask the students to come up with their own definition of forgiveness. Instruct the students to form groups of three or four and discuss their definitions. After the discussion, the teacher will bring the class together to come up with a single definition.
- The teacher will challenge the class to practice forgiveness for others' wrongs for the next week. At the end of the week, have the students share their experiences. Make sure the students include the difficulties they experienced in forgiving others.
- In this episode, Marley forgave the cars. Instruct the students to create their own story of forgiveness using the concepts from the story in their written work.



PUTTING IT IN GEAR...

With the permission of an adult, go on the Internet and find examples in history of forgiveness. This could be someone or a group of people. What happened, and how did they show forgiveness? How would you have reacted if you were in the same situation?

FRIENDSHIP

Good friends are your best protection
...experience the joy that good friends bring



Scared-y Car

Miles gets in an accident and becomes scared of everything. His friends try to encourage him not to be afraid, but when nothing else works they find the ultimate protection - bubble wrap. But when covered in bubble wrap Miles becomes a driving hazard. In the end Miles

comes out of his protective covering in order to save his friend the Professor. We see that the power of Miles' bond with his friend is stronger than his fears.

Under the Hood...

- L**
 - How did the others show examples of friendship towards Miles?
 - What did The Professor do to help Miles?
 - What did Miles do to show he was a friend?
- I**
 - How do you think Miles' friends felt about his fearfulness?
 - How do you think Miles felt about the others helping him conquer his fears?
 - How do you think Miles felt about saving The Professor?

Vocabulary: COMPANION / HELPER / CARING

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 friendship when...
- I have shown examples of friendship when...

Miles was very scared and wanted to hide. His friends didn't let him do this. Why do friends help us in times of need? How do friends help you when you are scared or upset? How can friends protect you? Has there ever been something similar that has happened to you?



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in the back of this booklet!



RACE STRATEGY

Activities:

- Ask the students to discuss what qualities are important for a good friendship.
- Instruct the students to brainstorm a list of qualities they find most important in a friend. Pair up with a partner and compare lists.
- Direct the students to think of a special friendship. Then, ask the students to write a paragraph about what makes this person a good friend.
- Ask the students to interview a grandparent or someone of older years to find out how important it is to them to have a good friend over a long period of time. Find out the longest any of them have had one of their friends. Find out some of their stories about why a certain person is their good friend after so many years. Tell the students to be prepared to share their findings with the class.



PUTTING IT IN GEAR...

Think of someone in your class or elsewhere in your life that is not currently a friend, but who you think could possibly become a friend. Write down ways you could introduce yourself to this person and a list of things you could do together to get to know one another better. Share your list with a parent or trusted adult for their input and then go ahead and begin a friendship that may last a lifetime!

MECHANICS TOOLBOX:

SLOW TO JUDGE...

The following books are excellent resources on being slow to judge:

- Norbu Tenzing, *Himalaya*
- David Grossman, *Duel*
- Dianna Wynne Jones, *Witch Week*
- Vashanti Rahaman, *Divali Rose*
- Dr. Seuss, *Sneetches and Other Stories*

FORGIVENESS...

The following are great examples of forgiveness:

- Cynthia A. Kingel, *Forgiveness*
- Kevin Henkes, *Lilly's Purple Plastic Purse*
- Wendy Mass, *11 Birthdays*
- Patricia Polacco, *My Rotten Redheaded Older Brother*
- Joyce Sidman, *This is Just to Say: Poems of Apology and Forgiveness*
- Phyllis Reynolds Naylor, *Shiloh Season*

FRIENDSHIP...

The following are some great examples of friendship:

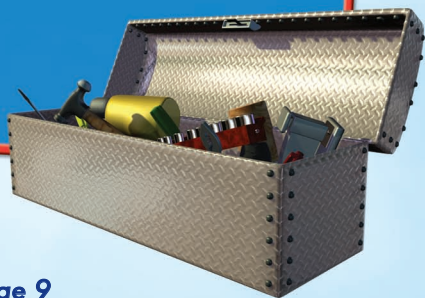
- Margery Williams, *The Velveteen Rabbit*
- Betty G. Birney, *Friendship According to Humphrey*
- Dr. Seuss, *Oh the Places You'll Go!*
- Judith Viorst, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- Craig Hatkoff, Paula Kahumbu, Owen and Mzee: *The Language of Friendship*
- Kate DiCamillo, *Because of Winn-Dixie*



Auto-B-Good Printable Activities

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

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Notes:

LAP

1

SLOW TO JUDGE:

LAP

2

FORGIVENESS:

LAP

3

FRIENDSHIP:



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:

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