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CHARACTER QUEST

**An Interactive Bus Trip through Goodland that Teaches the
Essentials of Good Character**

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. CHARACTER QUEST is a standards-based program addressing numerous English Language Arts Standards. The cooperative problem-solving assignments also address Applied Learning standards. There are many opportunities to assess student understanding by using the prompts and rubrics provided.

The purpose, lesson plans, and assignments of CHARACTER QUEST also help schools to address Character Education Quality Standards. Students become familiar with the essentials of good character. Students also have many opportunities to work cooperatively, demonstrate civility, integrity, and responsibility, and help other students to attain a common goal.

NCTE Standards for the English Language Arts

Standard 1. Students read a wide range of print and non-print texts to build an understanding of text, of themselves, and of the culture of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Standard 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint text.

Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

STANDARDS

California Applied Learning Standards

Standard 3. Students will understand how to solve problems through teaching and learning. Students will develop and implement a teaching-learning program.

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

Character Education Quality Standards

from *Eleven Principles of Effective Character Education*
written by the Character Education Partnership

The Character Education Partnership has developed *Eleven Principles of Character Education*. Many of these principles address an entire school community and go far beyond the scope of this single instructional unit. CHARACTER QUEST introduces participating students to some of these principles.

Principle #2 Character is comprehensively defined to include thinking, feeling, and behavior.

- 2.1** The school takes deliberate and effective steps to help students acquire a developmentally appropriate understanding of what the core values mean in everyday behavior and to grasp the reasons why some behaviors are right and others wrong.
- Student discussion includes the sources of and/or justification for moral values.

Principle #3 Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.

- 3.2** Character education is regularly integrated into all subjects.
- Staff integrate character education into the content and educational strategies of all subjects (e.g., English, history, and other humanities-related subjects, as well as math, science, and health).
 - Character education is inherent in how classes are conducted (routines) and in how students interact and learn (educational strategies are respectful of students and encourage diligence, autonomy, and logical reasoning).

Principle #4 The school is a caring community.

- 4.2** The school makes it a high priority to help students form caring attachments to each other.
- Teachers develop a classroom environment in which civility and kindness are the standard and clearly given a priority as high as academic objectives.
 - Educational strategies, such as cooperative learning, encourage mutual respect and appreciation of interdependence among students.

Principle #5 To develop character, the school provides students opportunities for moral action.

- 5.2** The school provides students with repeated and varied opportunities for engaging in moral action within the school and the students engage in these opportunities and are positively affected by them.
- The school effectively provides students with opportunities for moral actions within the school by
 - a. Endorsing and encouraging participation in, e.g., cooperative learning, peer or cross-age tutoring, classroom or student body governance, service projects, or work.
 - d. Setting aside school time for supporting, engaging in, and individually and collectively reflecting on moral action.

STANDARDS

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Learning the skills and concepts of good character education often requires direct instruction in order to be effective. CHARACTER QUEST offers primary students an excellent opportunity to focus on appropriate values and behavior in an imaginative and challenging simulation. As the students make their way through Goodland, they practice and apply the basic character concepts in a variety of ways that help them to develop the skills needed to make ethical choices now and in the future.

As a result of participating in this unit, your students will develop the following skills:

Knowledge

- Core values of character education: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship
- Vocabulary enrichment
- Parts of a plot
- Characterization
- Story sequencing

Critical and Creative Thinking Skills

- Analyzing
- Categorizing
- Comparing and contrasting
- Decision making
- Evaluating
- Following directions
- Hypothesizing
- Imagining
- Inferring
- Interpreting
- Predicting

Language, Communication, and Cooperative Skills

- Original story and poetry creations
- Script writing techniques
- Creative dramatics
- Oral speaking
- Group discussion techniques
- Story mapping
- Writing a news article
- Writing a letter
- Writing an opinion

Attitudes

- Appreciation of literature
- Cooperation with others to achieve a common goal
- Respect for the opinions of others

ESOPURPOSE

OVERVIEW

OVERVIEW

In CHARACTER QUEST, your young students take a fun-filled simulated bus journey through an imaginative country called Goodland. As the students travel Character Causeway, they make stops at Trustworthy Town, Respectville, Responsibility City, Carington, and Citizenship Junction. They learn the essentials of good character and are given the opportunity to apply their knowledge in varied and challenging activities.

The simulation begins when students gather into cooperative learning groups called Bus Buddies. Members are given roles and taught the social skills needed to work successfully in a cooperative learning situation. Students are introduced to the six character traits on the Good Character Chart. A lively discussion reinforces the students' knowledge of these traits. Each Bus Stop has a corresponding *Aesop's Fable* reading activity. These require students to use their higher-level critical thinking skills as they respond in writing by analyzing character behaviors, thinking creatively, and making judgments. Students also learn to improve their abilities in oral language and drama by participating in *Sharing Time Discussions*, the *Trustworthy Town Wax Museum*, a *Courtroom Drama*, and a *Character Quest Production*. At many stops along Character Causeway students engage in the creation of original written work for different purposes. Throughout their travels, students work individually as well as together with their groups.

After students successfully complete the required activities at their final stop, they enter the six-pillar building known as the Goodland Citizens' Center. While there, each Bus Buddies group writes and acts in an original Character Quest Production that focuses on one of the six character traits. Invitations to view the dramatizations are sent to family and friends. *Character Quest Productions Day* is an exciting culmination to the unit. Following the productions, students receive their Good Character Certificates.

Differentiation

Like all Interact units, CHARACTER QUEST provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

1. Before You Begin

Study the Teacher Guide and Student Guide to become familiar with the activities available to your students. Throughout the Teacher Guide, Interact employs certain editorial conventions to identify materials.

- a. In preparing materials, *class set* means *one per student*.
- b. It will take approximately 90 minutes to complete the activities associated with each character trait.
- c. All transparency masters and student handouts are listed by name using ALL CAPITAL LETTERS.
- d. Student-created materials are named with plain text, beginning with capital letters (e.g., the Fable Log).
- e. Special events are named using *Italics* (e.g., the *Character Quest Productions*).

2. Incorporating CHARACTER QUEST into Your Curriculum

Study the Teacher Guide thoroughly to become familiar with its contents. Prior to beginning the unit, review the GOOD CHARACTER CHART and the DISCUSSION QUESTIONS (on pages 38 and 39). Carefully consider the **Character Education Quality Standards** listed in the **Standards** section of this Teacher Guide, especially if your school is working on a Character Education program. Additionally, study the Student Guide in order to familiarize yourself with its contents.

- a. Decide on the amount of time you will devote to CHARACTER QUEST.
- b. Select books from the **Resources and Bibliography** or other sources to use for read-alouds.
- c. Determine the confidence level of your students' reading. For younger and/or less confident readers use parent volunteers to assist throughout the activities. Even for your confident readers, the difficult language in *Aesop's Fables* may pose a problem. Students will need help with reading and understanding the text and meaning. Consider the following options for reading:
 - Students follow along during
 - Read-alouds
 - Shared or Paired reading
 - Use small reading groups led by the teacher and/or other adults



Take time to carefully look at the activities and adapt CHARACTER QUEST to fit the needs of your classroom and your students.

Use reading groupings, parent volunteers, or other school personnel to assist with the reading components of CHARACTER QUEST.

SETUP DIRECTIONS



10+ hours



An hour and a half is the guide for this typical teaching cycle. Alter as desired.

The **Procedure** for each character trait is written in a continuous manner (as if you were going to teach everything in one day). Refer to the guidelines here if you choose to teach this over more than one day.

Some students and/or groups may take one day, some two, and some may take more than two days to complete the activities. Plan to allow for these variations.

3. Timing

CHARACTER QUEST consists of an Introduction, six Bus Stops (each with at least three activities—two individual and one group), and culminating *Character Quest Productions*.

Consider the following timing options:

- Focus on one character trait a week (six weeks; with the Introduction and Culmination occurring before and after the character trait weeks)
 - Spend approximately 30 minutes a day for three days each week
 - Twice a week for one or two-hour periods
 - One afternoon or morning each week (for approximately 90 minutes)
- A daily lesson for a pre-determined length of time (focus on each character trait based on the progress of the class)
 - In place of language and/or social studies periods

Set the time length after reflecting upon your students' age/abilities and after considering other time constraints in the curriculum. The number of activities and optional activities that the students must complete can be limited, if necessary.

4. Typical Teaching Cycle

- a. Here is a typical teaching “day” if you choose to spend one day on each character trait.
 - Introduce the character trait by reading aloud a short story or picture book to the class (see **Resources and Bibliography** for suggestions). Have a book discussion following the reading. (15 minutes)
 - Distribute Bus Stop Reproducible Masters and discuss as appropriate.
 - Review the procedure for the day. As appropriate, discuss any problems that certain groups or individuals are having. (5 minutes)
 - Allow time for groups to work on their Bus Stop (individual and group) activities. (40 minutes)
 - Hold a *Sharing Time Discussion* at the end of the day. Students share their activity work with the whole class. Specifically, students discuss activities such as *Aesop's Fables*, *What is Your Advice?*, *Let's Be Fair*, and *Put Yourself in Their Shoes*. (20 minutes)
 - Travel Trustees chart their group's progress on TRAVEL CHART and move their Bus on the classroom **Map of Goodland** if appropriate. (5 minutes)

- b. Here is a typical teaching cycle of activities if you choose to teach each character trait over more than one day.

Day 1

- Introduce the character trait by reading aloud a short story or picture book to the class (see **Resources and Bibliography** for suggestions). Have a book discussion following the reading. (15 minutes)
- Distribute Bus Stop Reproducible Masters and discuss as appropriate.
- Review the procedure for the day. As appropriate, discuss any problems that certain groups or individuals are having. (5 minutes)
- Allow groups to begin work on their Bus Stop activities. (At least 10–15 minutes)
- Hold a *Sharing Time Discussion* at the end of the day to discuss what was learned today. (At least 5–10 minutes)

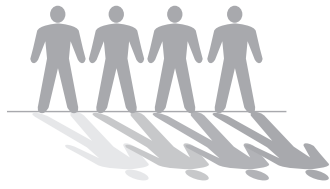
Day 2+

- Read aloud another short story or picture book. (10 minutes)
- Review and discuss this character trait and related activities. (5 minutes)
- Groups continue to work on the Bus Stop activities. (At least 10–15 minutes)
- Hold a *Sharing Time Discussion* at the end of each additional day to discuss what was learned. (At least 5–10 minutes)

5. Cooperative Learning

Students work in cooperative learning groups, called Bus Buddies, during this CHARACTER QUEST. Working together, students experience the satisfaction of achieving a common goal. A group can achieve more than a single student by pooling knowledge, creating group spirit, and providing encouragement to each other. This unit gives students of all abilities and learning styles a chance to excel. Set clear behavioral expectations for the cooperative learning groups (see the **Assessment** section and BUS BUDDIES RUBRIC for more information).

SETUP DIRECTIONS



Four Bus Buddies per group



*The **Bus Buddies Social Skills** can also be found on page 8 in the Student Guide.*

Students assume roles during the Introduction. Then they rotate roles for the six Bus Stops and again for the Culmination. With the eight role opportunities, students experience each role twice.

The Student Guide includes role descriptions for the students' reference.

6. Grouping Students

Divide your class into groups of four, called Bus Buddies. Group students in advance to reflect the ethnic, achievement, ability, and gender balance in the classroom. If your class does not evenly divide into groups of four consider the following options for grouping:

- Divide the class so that you have one or two groups of three students—two roles become one role for those groups (e.g., combine the Goodland Guide and Road Recorder into one role)
- Divide the class so that you have one or two groups of five students—two students rotate through the roles together

Teach, monitor, and reinforce social skills throughout CHARACTER QUEST using the provided BUS BUDDIES SOCIAL SKILLS chart (page 40) and BUS BUDDIES RUBRIC (page 41). Review these carefully and make a classroom wall chart. Discuss the social skills with your students before beginning the unit.

7. Assigning and Rotating Bus Buddies Roles

Within each Bus Buddies group, students assume a particular role. Assign each student one of the roles to begin the simulation. Rotate roles at each stop so that all students have a chance to rotate through each role twice.

- **Goodland Guide** The Goodland Guide is the team leader responsible for seeing that all members are working cooperatively and completing each activity. The Goodland Guide provides oral summaries during daily *Sharing Time Discussions*. The Goodland Guide becomes the Road Recorder when roles rotate.
- **Road Recorder** The Road Recorder is responsible for recording the work of the group for all group activities. The Road Recorder becomes the Goodland Go-fer when roles rotate.
- **Goodland Go-fer** The Goodland Go-fer collects and returns all materials and folders to the designated areas. This person ensures that his/her Bus Buddies have what they need to complete the day's activities. This person is also responsible for leaving a clean work area. The Goodland Go-fer becomes the Travel Trustee when roles rotate.
- **Travel Trustee** The Travel Trustee reads the instructions for each Bus Stop, maintains the Travel Chart, and moves the group's Bus along the classroom **Map of Goodland**. The Travel Trustee becomes the Goodland Guide when roles rotate.

8. Materials

Prior to beginning CHARACTER QUEST assemble the following materials in the quantities indicated in *Italics*. See the **Teaching Directions** for more specific information. Encourage parents and other teachers to help collect items for the classroom.

- Art supplies (markers, paint and/or crayons) — *as needed (Optional, for Be Kind to Animals Extension Activity)*
- Camera — *one (Optional)*
- Computer (with Internet access) — *several (Optional)*
- Construction paper (12" x 18") — *class set (for cover of the Fable Log)*
- Glue or paste — *one per Bus Buddies group*
- Markers or crayons (variety of colors) — *one pack per student*
- Materials to create simple sets, props, and costumes — *as needed (for the Character Quest Productions)*
- Paper (writing) — *several per Bus Buddies group*
- Paper (drawing) — *class set + several per Bus Buddies group*
- Paper (writing) — *six pages per student (Optional, for the Fable Log)*
- Paper (unlined; could be construction paper) — *class set (for backing of Good Citizenship Award)*
- Paper (writing) — *three class sets (for The Good Citizen's Guidebook)*
- Pocket folders — *one per Bus Buddies group*
- Poster board (22" x 28") — *as needed (Optional, for Be Kind to Animals Extension Activity)*
- Props and costumes — *as appropriate (for Trustworthy Town Wax Museum)*
- Push pins (a variety of colors) — *one per Bus Buddies group*
- Reference books (related to "A Person of Honor"—Bus Stop #1) — *many*
- Resources (see **Resources and Bibliography** for suggestions) — *several per character trait*
- Scissors — *class set*
- Stapler — *one per Bus Buddies group*

9. Preparing Materials

a. Classroom Map of Goodland

Dedicate a classroom bulletin board to CHARACTER QUEST. Post the **Map of Goodland** on this bulletin board where it is clearly visible.



Students use writing paper and you write the log entry prompts on the board for students to copy onto their paper OR use the pages provided in this unit (complete with prompts and widely spaced lines; FABLE LOG PAGES).

SETUP DIRECTIONS



Use pocket folders or create folders using a large piece of construction paper. You need one folder per group.



Although the *MAP THE FABLE* and *STORY SEQUENCE* do not need to be used at every Bus Stop, students should practice these skills at least twice during the reading part of the unit.

Use the *FABLE LOG PAGES* (complete with prompts and widely spaced lines) *OR* have students use writing paper and you write the log entry prompts on the board for students to copy onto writing paper.

b. **Good Character Chart**

Make a large wall chart of GOOD CHARACTER CHART (on page 38). Use this as a focal point for the unit. Place it on your CHARACTER QUEST bulletin board, along with the classroom **Map of Goodland**.

c. **Bus Buddies Bundles**

To help your Bus Buddies groups organize their work for this unit, use pocket folders to keep all their CHARACTER QUEST handouts, completed work, and Student Guides. Prepare one folder per group and include the following in each:

- INTRODUCTION INSTRUCTIONS — *one*
- TRAVEL CHART — *one*
- BUS ICON (to color and cut out) — *one*
- TRAVEL BONUSES — *one*
- Student Guides — *one for every member of Bus Buddies group*

d. **Classroom Library**

Create a Classroom Library with a variety of books on each of the character traits. Students read these independently throughout the course of the unit. Review the books in the **Resources and Bibliography** section of this Teacher Guide. For each character trait, locate several books that are appropriate for your classroom. Decide the following:

- which books you will have available for students to read
- which book/story you will use to introduce each character trait
- which example (from a story) you will use during the Introduction to briefly introduce each character trait

10. **Reproducible Masters**

For your convenience, the Reproducible Masters are listed in the order of use and are located at the end of the **Teaching Directions**. The quantity of each is indicated in *Italics*.

- COOPERATIVE LEARNING RECORD — *class set*
- GOOD CHARACTER CHART — *transparency*
- DISCUSSION QUESTIONS — *transparency*
- BUS BUDDIES SOCIAL SKILLS — *transparency (Optional)*
- BUS BUDDIES RUBRIC — *class set and/or transparency + one to post*
- MAP THE FABLE — *at least two class sets*
- STORY SEQUENCE — *at least two class sets*
- FABLE LOG PAGES (six pages) — *one of each page per student (Optional)*

SETUP DIRECTIONS

Bus Buddies Bundles

- INTRODUCTION INSTRUCTIONS — *one per Bus Buddies group*
- TRAVEL CHART — *one per Bus Buddies group + transparency*
- BUS ICON — *one per Bus Buddies group*
- TRAVEL BONUSES — *one per Bus Buddies group + transparency*

Bus Stop #1: Trustworthy Town

- TRUSTWORTHY TOWN INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—The Shepherd Boy and the Wolf — *class set*
- TRUSTWORTHY TOWN WAX MUSEUM (I, II, or III) — *one per Bus Buddies group*
- FABLE RUBRIC — *class set and/or transparency + one to post*

Bus Stop #2: Respectville

- RESPECTVILLE INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—The Lion and the Mouse — *class set*
- AT YOUR SERVICE — *one per Bus Buddies group*

Bus Stop #3: Responsibility City

- RESPONSIBILITY CITY INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—Two Travelers and a Bear — *class set*
- WHAT IS YOUR ADVICE? — *one per Bus Buddies group*

Bus Stop #4: Fair Haven

- FAIR HAVEN INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—The Monkey and the Cat — *class set*
- COURTROOM DRAMA — *one per Bus Buddies group*

Bus Stop #5: Carington

- CARINGTON INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—The Ant and the Dove — *class set*
- BE KIND TO ANIMALS — *one per Bus Buddies group*



Choose whether groups will have one, two, or four “wax figures” in the Wax Museum. Use the appropriate instruction page (one—I, two—II, four—III).

SETUP DIRECTIONS



Select between *CHARACTER QUEST PRODUCTION INSTRUCTIONS I* or *II*. The first instructs students to write a story with dialogue for the production. The second instructs students to write a skit with acts and scenes. With this option, you determine the number of acts and scenes.

Some students may need more than one *INVITATION*.

Bus Stop #6: Citizenship Junction

- *CITIZENSHIP JUNCTION INSTRUCTIONS* — *one per Bus Buddies group*
- *AESOP’S FABLE—A Bundle of Sticks* — *class set*
- *GOOD CITIZENSHIP AWARD* — *class set*
- *THE GOOD CITIZEN’S GUIDEBOOK* — *one per Bus Buddies group*
- *CHARACTER QUEST EVALUATION* — *class set*

Culminating Activity/Goodland Citizens’ Center

- *CHARACTER QUEST PRODUCTION INSTRUCTIONS (I or II)* — *one per Bus Buddies group*
- *OUR CHARACTER QUEST PRODUCTION* — *at least one per Bus Buddies group (Optional; use with CHARACTER QUEST PRODUCTION INSTRUCTIONS II)*
- *INVITATION* — *at least one class set*
- *GOOD CHARACTER CERTIFICATE* — *class set*

1. Cooperative Learning Record

Review the COOPERATIVE LEARNING RECORD on page 37 and duplicate one copy for each student. As students are engaged in Bus Buddies activities, circulate around the room, and record observations of the students at work. Choose a few students to evaluate each day.

2. Fable Logs

- a. Students create their own Fable Logs using construction paper for the cover and six pages of paper for writing. Determine whether you will have students use writing paper or FABLE LOG PAGES for their Fable Logs. Consider the following in making this decision:
 - If you choose to have students use the FABLE LOG PAGES, copy six pages per student. Each page has the appropriate prompt and widely spaced lines for writing. Be sure that students order their pages according to the numbers when creating their logs (e.g., FABLE LOG PAGE (1), FABLE LOG PAGE (2), etc.).
 - If you choose to have students use writing paper you will need to write the log entry prompts on the board for students to copy onto their paper for each character trait (when students are working on the *Aesop's Fable* activity; Activity 1 for each Bus Stop).
- b. Each student follows *Aesop's Fables* as an example and writes his/her title on the cover (e.g., Jason's Fables). While learning about each character trait, students read and respond to an *Aesop's Fable* (the first activity for each Bus Stop). Students then rewrite or create their own fable in their fable log.
- c. For younger students, consider the following options when using the Fable Logs.
 - Students illustrate instead of writing their fable
 - Students illustrate independently and then discuss their fable with an adult who writes down their story



Create a folder for each student. Keep the COOPERATIVE LEARNING RECORD and completed work in this folder for assessment. After completing the unit, these folders are excellent additions to student portfolios.

UNIT COMPONENTS



Mapping the Fable and creating a Story Sequence are especially useful tools with young students.



When students complete their work before other members of their Bus Buddies group they work on Individual Projects. When Bus Buddies groups complete their work before other groups, the Travel Bonuses offer opportunities for students and/or groups to continue their learning while waiting for other groups.

3. Sharing Time Discussions

Regular whole class sharing sessions are scheduled at the end of each period of time your class works on CHARACTER QUEST. Although the Goodland Guide provides the initial oral summary of the group work, all students discuss and share what they have learned about good character traits and compare the results of their efforts. Prior to your whole class *Sharing Time Discussion* Goodland Guides lead a group discussion regarding what the group accomplished and learned during the day, related to good character traits. Students consider how the activities relate to their own lives and the lives of people they know.

4. Map the Fable and Story Sequence

- a. In MAP THE FABLE, students draw a story map of the fable. They use symbols to represent people, places, and/or events in the story. Finally, they create a key to identify their symbols. For example, in *The Two Travelers and a Bear*, the two people could be represented by triangles, and the bear by a circle. The forest could be represented by several trees and one tree could represent the tree that the traveler climbed. Students use arrows from one object to another to show how the story action flows.
- b. STORY SEQUENCE requires students to divide the fable into six main parts (two each from the beginning, middle, and end). Students draw pictures of each of these parts. If students are in 2nd or 3rd grades consider having them include explanations of each part (perhaps as a caption).
- c. Although these do not need to be used at every Bus Stop, students should practice these skills at least twice during the reading part of the unit.

5. Travel Bonuses

TRAVEL BONUSES on page 54 are additional activities that can be selected by the student or assigned by the teacher. When students have extra time, these are excellent opportunities to go beyond the unit. Students can work on these activities at their own pace and submit for assessment when they are complete.

6. Trustworthy Town Wax Museum

This group activity (the third activity of Bus Stop #1) can be held in the classroom, media center, or an all-purpose room, depending on the size of your class. Student “wax figures” (portraying a person of honor) stand on stools or sturdy boxes while another student “docent” reads notes from a report about the figure. Three options are offered for your convenience:

- **TRUSTWORTHY TOWN WAX MUSEUM I**
One wax figure per group
The responsibilities are role based, groups choose one of the four Persons of Honor to use for their group “wax figure.”
- **TRUSTWORTHY TOWN WAX MUSEUM II**
Two wax figures per group
Groups choose two Persons of Honor to use for their group “wax figures” and discuss the information to include in the report read by the docents. The wax figure and docent responsibilities are determined based on student roles.
- **TRUSTWORTHY TOWN WAX MUSEUM III**
Four wax figures per group
Groups divide into pairs after discussing the information to include in the docent reports. Each student takes turns playing the roles of “wax figure” and “docent” for their pair mate.

Consider who you will invite to view the *Trustworthy Town Wax Museum*. Send out invitations ahead of time. Allow groups time to prepare and gather materials for their costumes and props.

7. Courtroom Drama

At Bus Stop #4: Fair Haven, Bus Buddies groups write about a problem of fairness they have encountered, in the form of a legal case. Each group presents their case in front of the class for a verdict: *Fair* or *Unfair*. The case can be read or acted out with lawyers, judge, witnesses, and jury.

8. Peer Teaching/Extensions

Some activities such as *Trustworthy Town Wax Museum*, *AT YOUR SERVICE*, or *BE KIND TO ANIMALS*, can be shared with the whole school. Students in other classes can be inspired to join the effort started by your students.

UNIT COMPONENTS



When establishing character trait assignments, be sure that each character trait is represented.

Options for assignment include: groups choose (making a first, second, third choice), teacher assigns, groups pick from a hat.

If there are more than six groups and groups are assigned the same character trait, decide if you will have groups work independently or if groups will work together on their productions.

Depending on your experience with script writing, consider reading Playmaking: Children Writing and Performing Their Own Plays by Daniel Judah Sklar (1991). Sklar is the playwright and teacher who founded the 52nd Street Project in New York City. He describes a 20-week playwriting residency with fifth graders.

9. Culminating Character Quest Productions

Each Bus Buddies group chooses or is assigned a character trait. If there are more than six groups, then there will be more than one group per character trait. Groups write a story with dialogue (CHARACTER QUEST PRODUCTION INSTRUCTIONS I) or a skit with as many acts and scenes as you determine (CHARACTER QUEST PRODUCTION INSTRUCTIONS II). If you determine that writing a script is too complex for your students, consider writing one together as a class incorporating several or all of the good character traits.

Performances can be held in an all-purpose room, music room, or classroom depending on size. Send Invitations (see INVITATION on page 98) to parents, grandparents, school personnel, etc. Expect skits to last 10–15 minutes. Students can use taped music or sounds as background. No elaborate scenery is necessary. Create and use a few effective props and costumes.

CHARACTER QUEST provides a variety of opportunities for assessing individual and group achievement. *Individual accountability* and *positive interdependence* are important components of this unit.

1. Determine Assessment Standards

CHARACTER QUEST is designed for students from first through third grades. Therefore, establish your own definition of what “meets the standard” for your grade level. “Meeting the standard” for upper grades may mean more elaboration on the following criteria:

- a. “Meeting the standard” on the *Aesop’s Fable* “Respond” requires students to comprehend their reading and use higher-level thinking skills.
- b. “Meeting the standard” on the Fable Log entries requires students to use higher level thinking skills, creativity, as well as correct grammar, punctuation, and spelling.
- c. “Meeting the standard” on individual activities requires students to use a variety of critical-and creative-thinking skills.
- d. “Meeting the standard” during *Sharing Time Discussions* requires that students participate by presenting their projects and discussing various aspects of the unit related to good character traits.
- e. “Meeting the standard” on the *Trustworthy Town Wax Museum* requires that groups appropriately identify at least one person of honor to use as their wax figure, dress up as their person of honor, and share relevant information about their person of honor—information that tells why this person is trustworthy.
- f. “Meeting the standard” on the *Courtroom Drama* requires groups to appropriately identify an unfair situation, develop it into a case, using details, and present the case to the class.
- g. “Meeting the standard” on the *Character Quest Productions* requires student groups to display their knowledge gained throughout the entire unit (through their skits).
- h. Students who do not *meet the standard* on any part of the assessment must be required to redo that section. Sometimes students need a second chance to demonstrate what they know. For written work, consider allowing students to rewrite their work after reviewing with you. Also consider allowing students to provide their responses orally.



Students read a related Aesop’s Fable for each of the six Bus Stops. Following the reading, students respond to critical thinking questions which assess student reading comprehension as well as higher level thinking skills.

After students respond to the reading, they rewrite the fable or create their own fable related to the specific character trait. Use the FABLE RUBRIC (page 65) for assessment purposes.

Use the Sharing Time Discussions as an opportunity to note the growth of student understanding.

2. What do Rubric Scores Mean?

When completing performance assessments, focus on “student work.” This work is *not* limited to written work. It includes demonstrated skills, oral exchanges, individual and cooperative group behavior, reading responses, knowledge of the good character traits, processes, strategies, and any other evidence that proves that the students have learned the targeted content or skill and can apply what they know.

4—Exemplary

Student work that *exceeds the standard* for the activity. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the simulation.

3—Expected

Student work that *meets the standard with quality*. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his/her understanding in an application setting.

2—Nearly There

Student work that *almost meets the standard*. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs a little reteaching, needs to try a little harder, or needs to revise his/her work in order to meet the standards described.

1—Incomplete

Student work that *has not yet met the standard in content and/or skill*. This student will require more instruction and another opportunity to demonstrate a knowledge or skill, or will require alternative instruction and assessment.



Use this rubric whenever necessary to encourage and reinforce positive group behavior. Adapt the rubric scores to assess individual and group achievement.

3. Cooperative Group Assessment

In addition to assessing content knowledge and skills, CHARACTER QUEST includes a Rubric to assess cooperative group work (BUS BUDDIES RUBRIC on page 41). This Rubric can be used to assess individual students as well as the entire group. Using the COOPERATIVE LEARNING RECORD (on page 37), circulate around the room when students are engaged in group activities and record your observations.

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UNIT TIME CHART



Introduction 45 minutes–1 hour	<ul style="list-style-type: none"> • Introduce Good Character and the unit • Form Bus Buddies groups • Define expectations • Distribute Bus Buddies Bundles • Create Fable Logs and Buses
Bus Stop #1: Trustworthy Town 90+ minutes	<ul style="list-style-type: none"> • TRUSTWORTHY TOWN INSTRUCTIONS • AESOP’S FABLE—The Shepherd Boy and the Wolf • FABLE RUBRIC • A Person of Honor (page 3 in Student Guide) • TRUSTWORTHY TOWN WAX MUSEUM (I, II, or III)
Bus Stop #2: Respectville 90 minutes	<ul style="list-style-type: none"> • RESPECTVILLE INSTRUCTIONS • AESOP’S FABLE—The Lion and the Mouse • Put Yourself in Their Shoes (page 4 in Student Guide) • AT YOUR SERVICE
Bus Stop #3: Responsibility City 90 minutes	<ul style="list-style-type: none"> • RESPONSIBILITY CITY INSTRUCTIONS • AESOP’S FABLE—Two Travellers and a Bear • I am a Responsible Person (page 5 in Student Guide) • WHAT IS YOUR ADVICE?
Bus Stop #4: Fair Haven 90+ minutes	<ul style="list-style-type: none"> • FAIR HAVEN INSTRUCTIONS • AESOP’S FABLE—The Monkey and the Cat • Let’s Be Fair (page 6 in Student Guide) • COURTROOM DRAMA
Bus Stop #5: Carington 90 minutes	<ul style="list-style-type: none"> • CARINGTON INSTRUCTIONS • AESOP’S FABLE—The Ant and the Dove • Caring Neighbors (page 7 in Student Guide) • BE KIND TO ANIMALS
Bus Stop #6: Citizenship Junction 90+ minutes	<ul style="list-style-type: none"> • CITIZENSHIP JUNCTION INSTRUCTIONS • AESOP’S FABLE—A Bundle of Sticks • GOOD CITIZENSHIP AWARD • THE GOOD CITIZEN’S GUIDEBOOK • CHARACTER QUEST EVALUATION
Culmination 1–2+ hours	<ul style="list-style-type: none"> • CHARACTER QUEST PRODUCTION INSTRUCTIONS (I or II) • OUR CHARACTER QUEST PRODUCTION • INVITATION • GOOD CHARACTER CERTIFICATE

TEACHING DIRECTIONS

INTRODUCTION



Make a large wall chart with the *BUS BUDDIES SOCIAL SKILLS* and *BUS BUDDIES RUBRIC* instead of using the transparencies.

Determine whether you will have students use the *FABLE LOG PAGES* (complete with prompts and widely spaced lines) or writing paper for their *Fable Logs*.

For the *Bus Buddies Bundles*, use pocket folders or create folders using a large piece of construction paper.

Copy just the first *TRAVEL CHART* page for teaching purposes.

Introduction

Materials

- GOOD CHARACTER CHART (enlarged and placed on CHARACTER QUEST bulletin board) — *one*
- DISCUSSION QUESTIONS — *transparency*
- BUS BUDDIES SOCIAL SKILLS — *transparency (Optional)*
- BUS BUDDIES RUBRIC — *class set and/or transparency + one to post*
- FABLE LOG PAGES (six pages) — *one of each page per student (Optional)*
- Bus Buddies Bundles — *one per Bus Buddies group*
 - INTRODUCTION INSTRUCTIONS — *one*
 - TRAVEL CHART — *one*
 - BUS ICON — *one (to color and cut out)*
 - TRAVEL BONUSES — *one*
 - Student Guides — *one for every member of Bus Buddies group*
- TRAVEL BONUSES — *transparency*
- TRAVEL CHART — *transparency*
- Construction paper (12" x 18") — *class set (for the cover of the Fable Log)*
- Markers (variety of colors) — *one pack per Bus Buddies group*
- Paper (writing) — *six pages per student (Optional, for the Fable Log)*
- Push pins (variety of colors) — *one per Bus Buddies group*
- Resources (short story illustrating each character trait) — *one per character trait*
- Scissors — *one per Bus Buddies group*
- Stapler — *one per Bus Buddies group*

Setup

1. Prepare the Good Character Chart prior to introducing the unit (see **Setup Directions #9b** on page 8, **Preparing Materials, Good Character Chart** for more information).
2. Consider the options presented in **Procedure** step 2. If you choose to have students pick questions write these out on slips of paper and place in a container ahead of time.
3. Set up a classroom library of books related to each character trait (see **Setup Directions #9d** on page 8, **Preparing Materials, Classroom Library**).

TEACHING DIRECTIONS

INTRODUCTION

Procedure

1. Introduce students to the six character traits on the Good Character Chart.
2. Conduct a class discussion, using **DISCUSSION QUESTIONS** as prompts. Consider the following options for introducing the discussion prompts:
 - Teacher leads the discussion by asking the questions from the list.
 - Students take turns picking questions (written out on slips of paper and placed in a container). Students act as leaders and read the questions orally to start the discussion.

Discussion questions

How would you feel and what would you do if you:

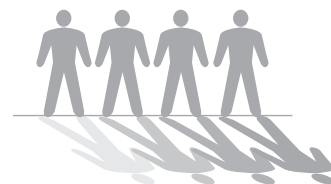
- saw a classmate cheat on a test?
- received a friendship card from someone you like?
- were not included on the team?
- saw someone in a wheelchair who needed help?
- realized that your little brother got more ice cream in his dish than you did?
- noticed that your room was messy?
- observed a bully picking on a smaller child?
- saw a driver throw litter from his car onto your street?
- were asked to help plant a neighborhood garden?
- heard someone speaking in a disrespectful way?
- forgot to do your homework assignment?
- found a wallet at the mall?
- saw children making fun of someone who looked different?
- were asked to assist an elderly neighbor by bringing up the trash cans?

When each question is asked, all students should respond orally and take an active part in the discussion. Ask students to give examples from their own experience.

3. Discuss each character trait by presenting an example from one of the stories listed in the **Resources and Bibliography**.
4. Divide your class into Bus Buddies groups of four (see **Setup Directions #6, Grouping Students** on page 6, for more information). Distribute the Bus Buddies Bundles (one to each group).



Emphasize group social skills rules before beginning your discussion.



Four Bus Buddies per group

TEACHING DIRECTIONS

INTRODUCTION



Students may not be familiar with the term “trustee” as used in the role of Travel Trustee. Use this as a teaching opportunity.

The BUS BUDDIES RUBRIC contains an individual as well as a group rubric.

Groups have a copy of TRAVEL BONUSES in their Bus Buddies Bundles.

5. Have groups take out their Student Guides (one per group member) from their group folder.
 - As a class, read page 1 (an introduction to CHARACTER QUEST). Direct students’ attention to the classroom **Map of Goodland** when reading about Goodland, the various Bus Stops, and the Goodland Citizens’ Center.
 - Explain that each group travels down Character Causeway from the first stop, Trustworthy Town, to the last stop, Citizenship Junction.
 - As they travel through Goodland, each student completes three activities at each stop. The first is an *Aesop’s Fable* reading activity, the next is an individual activity, and the third is a group activity.
 - There are also Travel Bonuses to complete, if desired.
 - When the activities are completed at their first stop, a group member (the Travel Trustee) moves the bus to the next stop and so on until they reach the last stop.
 - Stress that the Bus Buddies are not in a race. There is no reward for getting to the Goodland Citizens’ Center first. Their goal is to complete their activities and Travel Bonuses to the best of their ability, not as quickly as possible.
6. Read page 2 (**Bus Buddies**). Illuminate transparencies of BUS BUDDIES SOCIAL SKILLS (also found on page 8 of the Student Guides) and BUS BUDDIES RUBRIC as you discuss with students. Respond to student questions as appropriate while establishing clear behavioral expectations. Assign student roles (see **Setup Directions #7** on page 6, **Assigning and Rotating Bus Buddies Roles** for more information).
7. Illuminate the TRAVEL BONUSES transparency. Review each activity appropriate for your students. Discuss your performance expectations for each activity as well as your expectations for student behavior. Clarify the appropriate times for students to complete these activities.

TEACHING DIRECTIONS INTRODUCTION

8. Instruct the class on how to complete the TRAVEL CHART (the responsibility of the Travel Trustee). Remind students that they will all have the opportunity to complete the TRAVEL CHART twice during CHARACTER QUEST. It is important that they listen now.
 - Illuminate the TRAVEL CHART transparency.
 - Direct students' attention to the left column entitled "Roles." The Travel Trustee writes in student names for each role.
 - Direct their attention to the "Activities" section. Here is a list of the activities for each Bus Stop.
 - Direct their attention to the lines under "Completed." The Travel Trustee needs to check with all group members to find out if everyone has completed each activity. The individual activities have four lines in this column. Once members have completed the activity, the appropriate lines are checked. For group activities, there is only one line. This line is checked off when the group work is complete.
 - Finally, direct their attention to Travel Bonuses. As members complete a Travel Bonus, the Travel Trustee writes in the student's name and the Travel Bonus number (or a one to three word description). When Group Projects are completed, the Travel Trustee writes in "Group Project" and a brief description.
9. Instruct Goodland Go-fers to get the INTRODUCTION INSTRUCTIONS from their group folders and give to the Travel Trustee. The Travel Trustee reads these instructions to his/her group. Consider the abilities of your students and decide whether you will read these along with groups.
10. Goodland Guides lead their groups in completing the Introduction activities (creating their individual Fable Logs and Bus).
11. Once all groups have completed their individual student Fable Logs, their Bus, and have attached their Bus to Bus Stop #1 on the classroom **Map of Goodland**, continue to **Bus Stop #1: Trustworthy Town Teaching Directions**.



Since this is the first day, consider reading the instructions to the class before allowing groups to begin their work. Walk through the classroom observing groups working together. Offer support when necessary.

Consider modeling the creation of Fable Logs with your class.

Keep group bus name discussion brief. Groups should not spend too much time on this aspect of the activity.

TEACHING DIRECTIONS

BUS STOP #1: TRUSTWORTHY TOWN



Choose whether groups will have one, two, or four “wax figures” in the Wax Museum. Use the appropriate instruction page (one—I, two—II, four—III).

Allow students to use the Internet to access information about their Person of Honor.



The **Procedure** is written in a continuous manner (as if you were going to teach everything in one day). Refer to the guidelines in the **Setup Directions** if you choose to teach this over more than one day.

Some students and/or groups may take one day, some two, and some may take more than two days to complete the activities. Plan to allow for these variations.

Depending on the number of wax figures, the Wax Museum may take more than one day to complete. Students need one day to work on the report used by the docent and determine costumes, etc., and at least a second day to bring in the costumes, etc., and to hold the Wax Museum. If you only have one day, consider bringing in costumes and props for student use and/or groups only work on one wax figure.

Bus Stop #1: Trustworthy Town

Materials

- TRUSTWORTHY TOWN INSTRUCTIONS — *one per Bus Buddies group*
- AESOP’S FABLE— The Shepherd Boy and the Wolf — *class set*
- TRUSTWORTHY TOWN WAX MUSEUM (I, II, or III) — *one per Bus Buddies group*
- FABLE RUBRIC — *class set and/or transparency + one to post*
- **A Person of Honor** (page 3 in Student Guide)
- Computer (with Internet access) — *several (Optional)*
- Props and costumes — *as appropriate (for Trustworthy Town Wax Museum activity)*
- Reference books (related to “Persons of Honor”) — *many*

Before you begin

1. Consider the timing of the unit. Determine how you will incorporate CHARACTER QUEST into your curriculum and into your classroom schedule (see **Setup Directions #2** on page 3, **Incorporating CHARACTER QUEST Into Your Curriculum** for more information).
2. Determine whether you will spend one day on each character trait (for approximately 90 minutes) or whether you will spend two+ days per character trait (for 30+ minutes each day). See **Setup Directions #3, Timing** and **Setup Directions #4, Typical Teaching Cycle** (both on page 4) for more detailed information.
3. **Trustworthy Town Wax Museum**
This group activity (the third activity of Bus Stop #1) can be held in the classroom, media center, or an all-purpose room, depending on the size of your class. Student “wax figures” (portraying a person of honor) stand on stools or sturdy boxes while another student “docent” reads notes from a report about the figure. See **Unit Components #6** on page 13, **Trustworthy Town Wax Museum** for detailed information.
4. If you chose to have students use writing paper for their Fable Logs, write the following log entry prompt on the board for *Trustworthy*:

Rewrite a new version of *The Shepherd Boy and the Wolf*—What could the shepherd boy have done to become more trustworthy?

TEACHING DIRECTIONS

BUS STOP #1: TRUSTWORTHY TOWN

Procedure

1. Assist groups as they rotate roles for the first time (Travel Trustee fills in **Roles** on TRAVEL CHART; Goodland Guides to Road Recorders to Goodland Go-fers to Travel Trustees to Goodland Guides).
2. Introduce the character trait of being *Trustworthy* by reading aloud a short story or picture book to the class (see **Resources and Bibliography** for suggestions). Have a book discussion following the reading.
3. Call for the Goodland Go-fers to collect the following: TRUSTWORTHY TOWN INSTRUCTIONS (one), AESOP'S FABLE—The Shepherd Boy and the Wolf (one per group member), and TRUSTWORTHY TOWN WAX MUSEUM (one).
4. Remind Travel Trustees to read TRUSTWORTHY TOWN INSTRUCTIONS (Read as a class if necessary).
5. Students make their first Fable Log entry today following the *Aesop's Fable* activity. Illuminate the FABLE RUBRIC and discuss with students prior to them beginning group work.
6. Students research and write an article for Activity 2: **A Person of Honor** (Student Guide page 3). Establish clear guidelines regarding your expectations for student research and writing before they begin independent work.
7. Groups begin work. When students complete an activity, they give it to the teacher to assess.
8. Allow student groups to move at their own pace. Use the COOPERATIVE LEARNING RECORD to assess the students' activity. If they are working too quickly or too slowly, suggest ways that they can improve.
9. Remind students to choose from the activities listed on TRAVEL BONUSES when they have completed their work. If students are waiting for others in their group and/or other groups to complete work, these bonus activities extend learning. Some activities can be completed individually, while others are group projects. Students choose one or more activities, depending on time limitations.



Consider whether groups should obtain handouts all at once or as needed.

Consider whether you will read the instructions as a read aloud or shared read.

*Consider the needs and abilities of your class and decide how students will read Aesop's Fable (consider the options discussed in **Setup Directions #2, Incorporating CHARACTER QUEST into your Curriculum—c**). Consider whether you will work as a class to discuss the Fable entry prior to students working independently.*

Consider having students write a rough draft of their A Person of Honor article on scrap paper before writing their final article in their Student Guide.

STORY SEQUENCE and MAP THE FABLE activities do not have to be used with every fable. However, they should be used at least twice during the unit.

TEACHING DIRECTIONS

BUS STOP #1: TRUSTWORTHY TOWN



If you chose to spend more than one day on this character trait, hold a Sharing Time Discussion at the end of each day to discuss what was learned. Spend at least 5–10 minutes each day on this discussion.

10. **Sharing Time Discussion**

Explain to students that there will be regular whole class sharing sessions. These are scheduled at the end of each day students work on the unit. Although the Goodland Guide provides the initial oral summary of the group work, all students discuss and share what they have learned about good character traits and compare the results of their efforts. Before beginning today's *Sharing Time Discussion*, instruct Goodland Guides to lead a group discussion about what was completed today. Remind the Goodland Guides that they will be sharing initially. Allow 20 minutes for the *Sharing Time Discussion*.

11. Remind Travel Trustees to ask group members what they completed. As each member (or the group) completes a specific activity, the Travel Trustee checks off the appropriate line on the TRAVEL CHART. Remind Goodland Go-fers to clean up the group's workspace.
12. The Travel Trustee moves the group Bus to Bus Stop #2 when the group has completed all Bus Stop #1 activities.

TEACHING DIRECTIONS

BUS STOP #2: RESPECTVILLE

Bus Stop #2: Respectville

Materials

- RESPECTVILLE INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—The Lion and the Mouse — *class set*
- AT YOUR SERVICE — *one per Bus Buddies group*
- **Put Yourself in Their Shoes** (page 4 in Student Guide)
- Camera — *one (Optional)*
- Paper — *one per Bus Buddies group*

Setup

If you chose to have students use writing paper for their Fable Logs, write the following log entry prompt on the board for *Respect*:

Create your own fable about two animals that show respect for each other. Use dialogue to make your characters come alive.

Procedure

1. Assist (or remind) groups as they rotate roles (Travel Trustee fills in **Roles** on TRAVEL CHART).
2. Introduce the *Respect* character trait by reading aloud a short story or picture book to the class (see **Resources and Bibliography** for suggestions). Have a book discussion following the reading.
3. Distribute (or instruct Goodland Go-fers to collect) RESPECTVILLE INSTRUCTIONS (one), AESOP'S FABLE—The Lion and the Mouse (one per group member), and AT YOUR SERVICE (one).
4. Remind Travel Trustees to read RESPECTVILLE INSTRUCTIONS (Read as a class if necessary).
5. Groups begin work. When students complete an activity, they give it to the teacher to assess.
6. Allow student groups to move at their own pace. Use the COOPERATIVE LEARNING RECORD to assess the students' activity. If they are working too quickly or too slowly, suggest ways that they can improve.



*Before you begin, review your teaching options. See the **Setup Directions #4, Typical Teaching Cycle** and the **Teaching Directions** for Bus Stop #1: Trustworthy Town (on page 24).*

Decide ahead of time whether you will distribute each Reproducible Master or whether the Goodland Go-fers will be responsible for gathering these “materials.” Consider whether to distribute handouts all at once or as needed.

STORY SEQUENCE and MAP THE FABLE activities do not have to be used with every fable. However, they should be used at least twice during the unit.

*Consider the needs and abilities of your class and decide how students will read Aesop's Fable (consider the options discussed in **Setup Directions #2, Incorporating CHARACTER QUEST into your Curriculum—c**). Consider whether you will work as a class to discuss the Fable entry prior to students working independently.*

TEACHING DIRECTIONS

BUS STOP #2: RESPECTVILLE



If you choose to have groups write a letter, review appropriate letter writing with your students.

The projects can continue throughout the school year. Younger students can do smaller jobs. Two options used in the pilot test classes: a) the 1st graders helped the kindergarten students keep the lunchroom neater and b) the fourth grade students helped in the library before school.

If you chose to spend more than one day on this character trait, hold a Sharing Time Discussion at the end of each day to discuss what was learned. Spend at least 5–10 minutes each day on this discussion.

7. Remind students to choose from the activities listed on TRAVEL BONUSES when they have completed their work. If students are waiting for others in their group and/or other groups to complete work, these bonus activities extend learning. Some activities can be completed individually, while others are group projects. Students choose one or more activities, depending on time limitations.
8. **Optional Extension Activity (Activity 3—At Your Service)**
 - a. As a group, students write a letter to your school principal, librarian, custodian, or other concerned staff members. The letter informs the reader about their Activity 3—AT YOUR SERVICE project and their plans for completing the project successfully.
 - b. Once their plan has been approved, groups begin work on their school improvement project. Groups keep a diary of their efforts (Road Recorder keeps and writes in diary following group discussion). Students take before and after photos to display on a hall bulletin board. (Goodland Go-fer gets the camera and takes the pictures.)
9. **Sharing Time Discussion**

Before beginning today's *Sharing Time Discussion*, instruct groups to discuss what was completed today. Remind the Goodland Guides that they will be sharing initially. Suggest to groups that they compare their answers on Activity 2: **Put Yourself in Their Shoes** (Student Guide page 4) and share this information during the *Sharing Time Discussion*.

Conduct your *Sharing Time Discussion*. Ask Goodland Guides to provide the initial oral summary of the group work. Allow all students to discuss and share what they have learned about good character traits and compare the results of their efforts. Allow 20 minutes for the *Sharing Time Discussion*.
10. Remind Travel Trustees to ask group members what they completed today. As each member (or the group) completes a specific activity, the Travel Trustee checks off the appropriate line on the TRAVEL CHART. Remind Goodland Go-fers to clean up the group's workspace.
11. Travel Trustee moves the group Bus to Bus Stop #3 when the group has completed all Bus Stop #2 activities.

TEACHING DIRECTIONS

BUS STOP #3: RESPONSIBILITY CITY

Bus Stop #3: Responsibility City

Materials

- RESPONSIBILITY CITY INSTRUCTIONS — *one per Bus Buddies group*
- AESOP’S FABLE—Two Travelers and a Bear — *class set*
- WHAT IS YOUR ADVICE? — *one per Bus Buddies group*
- **I am a Responsible Person** (page 5 in Student Guide)
- Paper (writing) — *one per Bus Buddies group*
- Paper (drawing) — *class set*
- Markers — *one pack per Bus Buddies group*

Setup

If you chose to have students use writing paper for their Fable Logs, write the following log entry prompt on the board for *Responsibility*:

Rewrite a new version of *Two Travelers and a Bear*—What could the first traveler have done to become a more responsible person?

Procedure

1. Remind groups to rotate roles (Travel Trustee fills in **Roles** on TRAVEL CHART).
2. Introduce the *Responsibility* character trait by reading aloud a short story or picture book to the class (see **Resources and Bibliography** for suggestions). Have a book discussion following the reading.
3. Distribute (or instruct Goodland Go-fers to collect) RESPONSIBILITY CITY INSTRUCTIONS (one), AESOP’S FABLE— Two Travelers and a Bear (one per group member), and WHAT IS YOUR ADVICE? (one).
4. Remind Travel Trustees to read RESPONSIBILITY CITY INSTRUCTIONS (Read as a class if necessary).
5. Groups begin work. When students complete an activity, they give it to the teacher to assess.
6. Allow student groups to move at their own pace. Use the COOPERATIVE LEARNING RECORD to assess the students’ activity. If they are working too quickly or too slowly, suggest ways that they can improve.



If you have not already used the STORY SEQUENCE or MAP THE FABLE activities, consider using them now. They should be used at least twice during the unit.

*Before you begin, review your teaching options. See the **Setup Directions #4, Typical Teaching Cycle** and the **Teaching Directions** for Bus Stop #1: Trustworthy Town (on page 24).*

Decide ahead of time whether you will distribute each Reproducible Master or the Goodland Go-fers will be responsible for gathering these “materials.” Consider whether you will distribute handouts all at once or as needed.

*Consider the needs and abilities of your class and decide how students will read Aesop’s Fable (consider the options discussed in **Setup Directions #2, Incorporating CHARACTER QUEST into your Curriculum—c**). Consider whether you will work as a class to discuss the fable entry prior to students working independently.*

TEACHING DIRECTIONS

BUS STOP #3: RESPONSIBILITY CITY



If you chose to spend more than one day on this character trait, hold a Sharing Time Discussion at the end of each day to discuss what was learned. Spend at least 5–10 minutes each day on this discussion.

7. Remind students to choose from the activities listed on TRAVEL BONUSES when they have completed their work. If students are waiting for others in their group and/or other groups to complete work, these bonus activities extend learning. Some activities can be completed individually, while others are group projects. Students choose one or more activities, depending on time limitations.
8. **Sharing Time Discussion**
Groups discuss what they completed. Suggest to groups that they compare their answers in Activity 2: **I am a Responsible Person** (Student Guide page 5). Ask Goodland Guides to provide the initial oral summary of the group work. Allow all students to discuss and share what they have learned about good character traits and compare the results of their efforts. Allow 20 minutes for *Sharing Time Discussion*.
9. Remind Travel Trustees to ask group members what they completed today. As each member (or the group) completes a specific activity, the Travel Trustee checks off the appropriate line on the TRAVEL CHART. Remind Goodland Go-fers to clean up the group's workspace.
10. Travel Trustee moves the group Bus to Bus Stop #4 when the group has completed all Bus Stop #3 activities.

TEACHING DIRECTIONS

BUS STOP #4: FAIR HAVEN

Bus Stop #4: Fair Haven

Materials

- FAIR HAVEN INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—The Monkey and the Cat — *class set*
- COURTROOM DRAMA — *one per Bus Buddies group*
- **Let's Be Fair** (page 6 in Student Guide)

Before you begin

1. Bus Buddies groups write about a problem of people being *Fair*. These should be instances of fairness that they have encountered. They write up a legal case for the *Courtroom Drama* activity (Activity 3). Each group presents their case in front of the class for a verdict: *Fair* or *Unfair*. Consider the following options when planning for this event:
 - a. Groups read the case to the class and the whole class acts as the jury (determining *Fair* or *Unfair*)— **OR** —
 - b. Groups act out the courtroom scene, with lawyers, judge, witnesses, and jury
 - The Goodland Guide acts as the attorney
 - The Road Recorder writes out the case-related information
 - The Goodland Go-fer plays the role of a witness
 - The Travel Trustee plays the role of a witness
 - The teacher (or another student) acts as the judge
 - Other group(s) act as the jury
 - Assign a student the role of court clerk (to swear in witnesses)
2. If you chose to have students use writing paper for their Fable Logs, write on the board the following log entry prompt on the quality of being *Fair*:

Rewrite a new version of *The Monkey and the Cat*—Create a new ending that is fair to both the monkey and the cat.

Procedure

1. Follow the Typical Teaching Cycle (see **Setup Directions #4, Typical Teaching Cycle** on page 4 and **Teaching Directions for Bus Stops #1–3** for more information).
2. Travel Trustee moves the group Bus to Bus Stop #5 when the group has completed all Bus Stop #4 activities.



The Courtroom Drama activity takes additional time for preparation and running. Each group writes their case and then presents the case in front of the class OR your classroom becomes a courtroom, complete with a judge, jury, and lawyers. Carefully consider timing when planning for this activity.



*Introduce the Fairness character trait by reading aloud a short story or picture book to the class (see **Resources and Bibliography** for suggestions). Have a book discussion following the reading.*

If you chose to spend more than one day on this character trait, hold a Sharing Time Discussion at the end of each day to discuss what was learned. Spend at least 5–10 minutes each day on this discussion.

TEACHING DIRECTIONS

BUS STOP #5: CARINGTON

Bus Stop #5: Carington

Materials

- CARINGTON INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—The Ant and the Dove — *class set*
- BE KIND TO ANIMALS — *one per Bus Buddies group*
- **Caring Neighbors** (page 7 in Student Guide)
- Art supplies (markers, paint and/or crayons) — *as needed (Optional, for Be Kind to Animals Extension Activity)*
- Poster board (22" x 28") — *as needed (Optional, for Be Kind to Animals Extension Activity)*

Setup

If you chose to have students use writing paper for their Fable Logs, write the following log entry prompt on the board for *Caring*:

Create your own fable about two animals that care for each other.

Procedure

1. Follow the Typical Teaching Cycle (see **Setup Directions #4, Typical Teaching Cycle** on page 4 and **Teaching Directions for Bus Stops #1–3** for more information).
2. **Optional Extension Activity**
 - Each group member chooses one idea from the list in #2 of Activity 3—BE KIND TO ANIMALS and develops it into a poster.
 - Students draw their ideas on separate paper before putting them on their posters.
 - Once they like their design, they use markers, paint, and/or crayons to create their poster.
 - The lettering should be neat and easy to read.
 - After their posters are completed, students share them with classmates, and then hang them in the halls around the school.
 - Students, working in pairs, develop one poster (two posters per group), following the guidelines above.
 - The entire group works together on one poster, following the guidelines above.
3. Travel Trustee moves the group Bus to Bus Stop #6 when the group has completed all Bus Stop #5 activities.



*Introduce the Caring character trait by reading aloud a short story or picture book to the class (see **Resources and Bibliography** for suggestions). Have a book discussion following the reading.*

If you chose to spend more than one day on this character trait, hold a Sharing Time Discussion at the end of each day to discuss what was learned. Spend at least 5–10 minutes each day on this discussion.

TEACHING DIRECTIONS

BUS STOP #6: CITIZENSHIP JUNCTION

Bus Stop #6: Citizenship Junction

Materials

- CITIZENSHIP JUNCTION INSTRUCTIONS — *one per Bus Buddies group*
- AESOP'S FABLE—A Bundle of Sticks — *class set*
- GOOD CITIZENSHIP AWARD — *class set*
- THE GOOD CITIZEN'S GUIDEBOOK — *one per Bus Buddies group*
- CHARACTER QUEST EVALUATION — *class set*
- Glue or paste — *one per Bus Buddies group*
- Markers or crayons (blue) — *class set*
- Markers or crayons — *one pack per student*
- Paper (unlined; for the backing of the Good Citizenship Award; could be construction paper) — *class set*
- Paper (for The Good Citizen's Guidebook) — *three class sets*
- Scissors — *class set*

Setup

If you chose to have students use writing paper for their Fable Logs, write the following log entry prompt on the board for *Citizenship*:

Create a fable about good citizenship. Use animals or people as your main characters. Include dialogue to make your characters come alive.

Procedure

1. Follow the Typical Teaching Cycle (see **Setup Directions #4, Typical Teaching Cycle** on page 4 and **Teaching Directions for Bus Stops #1–3** for more information).
2. When all the student groups have completed THE GOOD CITIZEN'S GUIDEBOOK assignment consider how you will compile these booklets.
 - Compile *all* the information and make copies of this booklet for students to give to their family and neighbors.
 - Compile the information from *each group* and make copies for students to give to their family or neighbors.
 - Compile the information using one of the methods above and give each student only one copy.
3. Travel Trustee moves the group Bus to the Goodland Citizens' Center when the group has completed all Bus Stop #6 activities.



All Bus Stop #6 activities are reproducible masters.

Consider enlarging the ribbon found on GOOD CITIZENSHIP AWARD for student use.



*Introduce the Citizenship character trait by reading aloud a short story or picture book to the class (see **Resources and Bibliography** for suggestions). Have a book discussion following the reading.*

If you chose to spend more than one day on this character trait, hold a Sharing Time Discussion at the end of each day to discuss what was learned. Spend at least 5–10 minutes each day on this discussion.

Each student works on three pages for this guidebook. Determine how much copying you can complete before determining how many pages to compile in each guidebook.

Students may also give their Good Citizen's Award to someone in the class or school during a Sharing Time Discussion.

TEACHING DIRECTIONS

BUS STOP #6: CITIZENSHIP JUNCTION



Younger students may have a difficult time completing the evaluation form. Instead, use this form as a guide during your debriefing discussion.

4. Debriefing

When the class has completed the Bus Stop #6 activities, distribute CHARACTER QUEST EVALUATION. Instruct students to complete this evaluation individually. Following this, conduct a class debriefing of the unit. Discuss the following with your students:

- Take time to focus on each of the character traits (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship):
 - Find out what made an impact on students.
 - What did they learn?
 - Discuss the story examples and examples from the activities.
 - Address why some behaviors are right and others are wrong (moral values).
- Discuss the cooperative group process:
 - What worked?
 - What did not work?
 - What did groups do to correct difficulties?
 - What can be learned from this experience to make the classroom a more cooperative environment?
- Discuss the cooperative and caring communities within the school setting:
 - How is the classroom already a cooperative and caring community?
 - How can the classroom become a more cooperative and caring community?
 - How is the school a cooperative and caring community?
 - How can the school become a more cooperative and caring community?
- Discuss ways in which the school can provide students with opportunities for moral actions (This is included within the **Character Education Quality Standards**). Some suggestions include:
 - Endorsing and encouraging participation in, e.g., cooperative learning, peer or cross-age tutoring, classroom or student body governance, service projects, or work
 - Setting aside school time for supporting, engaging in, and individually and collectively reflecting on moral action

TEACHING DIRECTIONS

CULMINATION—CHARACTER QUEST PRODUCTIONS

Culmination—Character Quest Productions

Materials

- CHARACTER QUEST PRODUCTION INSTRUCTIONS (I or II) — *one per Bus Buddies group*
- OUR CHARACTER QUEST PRODUCTION — *at least one per Bus Buddies group (Optional; use with CHARACTER QUEST PRODUCTION INSTRUCTIONS II)*
- INVITATION — *at least one class set*
- GOOD CHARACTER CERTIFICATE — *class set*
- Materials to create simple sets, props, and costumes — *as needed*

Setup

1. Choose a location for your performances. Performances can be held in an all-purpose room, music room, or classroom depending on size.
2. Distribute sufficient copies of the INVITATION to enable students to invite family and friends. Consider inviting your administrator and students from other classes to watch the productions.

Procedure

Preparation

1. Remind groups to rotate roles (Travel Trustee fills in **Roles** on TRAVEL CHART). Distribute and read CHARACTER QUEST PRODUCTION INSTRUCTIONS (I or II) as a class. Clarify instructions and information related to the Character Quest Productions.
2. If you use CHARACTER QUEST PRODUCTION INSTRUCTIONS II, carefully review all guidelines for writing a plot, developing characters, creating a setting, and writing a script using stage directions and dialogue. Model other examples for your students or refer to examples from a book.
3. If you use CHARACTER QUEST PRODUCTION INSTRUCTIONS II, distribute OUR CHARACTER QUEST PRODUCTION. Explain that these pages are to be used for the group to write a first draft of their skit. All group members should contribute ideas to the script. Although the Road Recorder's role is to do the writing, this is a large job. Consider whether you will have other students assist with writing.



Select between **CHARACTER QUEST PRODUCTION INSTRUCTIONS I** or **II**. The first instructs students to write a story with dialogue. The second instructs students to write a skit with acts and scenes. With this option, you determine the number of acts and scenes.



One to three days for script writing and rehearsals (Dependent on the sophistication of your students and their prior script-writing experience.)

*If you determine that writing a script is too complex for your students, consider writing one together as a class, incorporating several or all of the good character traits. Or choose **CHARACTER QUEST PRODUCTION INSTRUCTIONS I** where students are instructed to write a story with dialogue.*

Depending on your experience with script writing, consider reading Playmaking: Children Writing and Performing Their Own Plays by Daniel Judah Sklar (1991). Sklar is the playwright and teacher who founded the 52nd Street Project in New York City. He describes a 20-week playwriting residency with fifth graders.

TEACHING DIRECTIONS

CULMINATION—CHARACTER QUEST PRODUCTIONS



If you have more than six groups, more than one group will have each character trait. Be sure that all character traits are represented.

If there are more than six groups and groups are assigned the same character trait, decide if you will have groups work independently or if groups will work together on their productions.



Consider whether you will want to choose several students to act as Masters of Ceremony to introduce the plays. If so, these students need to be excused from their group skits to practice their role as Master of Ceremony. Work closely with these students.

Prior to Character Quest Production Day, establish a production schedule and inform groups of the order of productions.

4. Assign or allow groups to choose their character trait. Consider the following options:
 - Teacher assigns a character trait for each group.
 - Write the six character traits—*trustworthy*, *respect*, *responsibility*, *fair*, *caring*, and *citizenship* on separate pieces of paper. Goodland Guides from each group select a trait. This trait will be the main theme of their Character Quest Production.
 - Road Recorders write down group's choices (first, second, third) and the teacher gives each group their first or second choice, if possible.
5. Allow sufficient time for completing the writing of the skit or story. Check each group's daily work and offer suggestions. Set a time limit for the length of the skit (10–15 minutes is recommended).
6. Provide class time for students to create simple sets, props, and costumes that can be used to enhance the productions.
7. Allow sufficient rehearsal time so students feel confident when called upon to perform the skits.
8. Make copies of completed scripts to keep in teacher folder for assessment.

Character Quest Production Day

1. Welcome your guests and provide an introduction to *Character Quest Production Day*. Mention the unit, some of the activities in which students have participated, and anything else you feel is important.
2. Groups perform their skits or stories.
3. Following all performances, distribute a GOOD CHARACTER CERTIFICATE to each student. Call each student to the center of the stage/room and present him/her with the certificate of good character and completion of the unit.

COOPERATIVE LEARNING RECORD

NAME OF STUDENT: _____

DATE	GROUP ACTIVITY	COMMENT

GOOD CHARACTER CHART

TRUSTWORTHINESS—A trustworthy person is honest, dependable, and can always be counted on to do what is right.

RESPECT—A respectful person shows consideration for others, values the rights and property of others, and is courteous and tolerant to all.

RESPONSIBILITY—A responsible person is dependable and accountable for his or her actions or decisions.

FAIRNESS—A fair person gives everyone an equal chance or share of something. A fair person always follows the rules and listens to different points of view before making a decision.

CARING—A caring person shows kindness to others, is considerate, helpful, concerned, and unselfish.

CITIZENSHIP—A good citizen helps to make the community a better place for all by following laws, volunteering to help with community projects, and aiding needy neighbors.

DISCUSSION QUESTIONS

How would you feel and what would you do if you:

- saw a classmate cheat on a test?
- received a friendship card from someone you like?
- were not included on the team?
- saw someone in a wheelchair who needed help?
- realized that your little brother got more ice cream in his dish than you did?
- noticed that your room was messy?
- observed a bully picking on a smaller child?
- saw a driver throw litter from his car onto your street?
- were asked to help plant a neighborhood garden?
- heard someone speaking in a disrespectful way?
- forgot to do your homework assignment?
- found a wallet at the mall?
- saw children making fun of someone who looked different?
- were asked to assist an elderly neighbor by bringing up the trash cans?

Bus Buddies Social Skills

SPEAK QUIETLY

THINK FOR YOURSELF

RESPECT EACH OTHER'S OPINIONS

COOPERATE

TAKE TURNS

OFFER HELP

ENCOURAGE OTHER GROUP MEMBERS

SHARE RESOURCES



INDIVIDUAL BUS BUDDIES RUBRIC

4 – Exemplary

You consistently and actively help the group achieve its goals by encouraging the group to work together, and by willingly accepting and completing the necessary daily work.

3 – Expected

You usually help the group achieve its goals by communicating with other group members, by encouraging the group to work together, and willingly accepting and completing daily work.

2 – Nearly There

You sometimes help your group achieve its goals.

1 – Incomplete

You do very little to help your group achieve its goals.

GROUP BUS BUDDIES RUBRIC

4 – Exemplary

Group consistently works well together to achieve its goals. All students take an active part in group assignments and observe the rules for social behavior in a group.

3 – Expected

Group usually works well together to achieve its goals. Most students take an active part in group assignments and observe the rules for social behavior in a group.

2 – Nearly There

Group sometimes works well together to achieve its goals. Some students take an active part in groups assignments and observe the rules for social behavior in a group.

1 – Incomplete

Group rarely works well together to achieve its goals. Students make little effort to complete assignments or observe the rules for social behavior in a group.

INDIVIDUAL BUS BUDDIES RUBRIC

4 – Exemplary

You consistently and actively help the group achieve its goals by encouraging the group to work together, and by willingly accepting and completing the necessary daily work.

3 – Expected

You usually help the group achieve its goals by communicating with other group members, by encouraging the group to work together, and willingly accepting and completing daily work.

2 – Nearly There

You sometimes help your group achieve its goals.

1 – Incomplete

You do very little to help your group achieve its goals.

GROUP BUS BUDDIES RUBRIC

4 – Exemplary

Group consistently works well together to achieve its goals. All students take an active part in group assignments and observe the rules for social behavior in a group.

3 – Expected

Group usually works well together to achieve its goals. Most students take an active part in group assignments and observe the rules for social behavior in a group.

2 – Nearly There

Group sometimes works well together to achieve its goals. Some students take an active part in groups assignments and observe the rules for social behavior in a group.

1 – Incomplete

Group rarely works well together to achieve its goals. Students make little effort to complete assignments or observe the rules for social behavior in a group.

MAP THE FABLE

Your name: _____ Bus Stop: _____

Title of fable: _____

Draw a *story map* of the fable that will show what has happened in the story. Use **symbols** such as lines or shapes to stand for **people**, **places**, or **events** in your story. Finally, use a **key** to identify everything. Start in the upper left hand corner with the first event. End in the bottom right hand corner with the last event. Use arrows from one object to another to show how the story action flows.



KEY

What character trait does your fable tell about? _____

STORY SEQUENCE

Your name: _____ Bus Stop: _____

Title of fable: _____

If you could divide the fable you just read into *six* main parts, which parts would you choose? Sketch pictures of some important events that happened during the *beginning*, *middle*, and *end* of the fable. Be sure to draw them in the order in which they happened!

Beginning

1.

2.

Middle

3.

4.

End

5.

6.

FABLE LOG PAGES (7)

Rewrite a new version of *The Shepherd Boy and the Wolf*—What could the shepherd boy have done to become more trustworthy?

[illegible]

FABLE LOG PAGES (2)

Create your own fable about two animals that show respect for each other. Use dialogue to make your characters come alive.

[illegible]

FABLE LOG PAGES (3)

Rewrite a new version of *Two Travelers and a Bear*—What could the first traveler have done to become a more responsible person?

[illegible]

FABLE LOG PAGES (4)

Rewrite a new version of *The Monkey and the Cat*—Create a new ending that is fair to both the monkey and the cat.

[illegible]

FABLE LOG PAGES (5)

Create your own fable about two animals that care for each other.

[illegible]

FABLE LOG PAGES (6)

Create a fable about good citizenship. Use animals or people as your main characters. Include dialogue to make your characters come alive.

[illegible]

TRAVEL CHART (1)

INTRODUCTION

ROLES	ACTIVITIES	COMPLETED
Goodland Guide _____	Create Fable Logs	_____ _____
Road Recorder _____	Create and name group bus	_____
Goodland Go-fer _____	Fill in Travel Chart	_____
Travel Trustee _____	Travel Bonuses: _____ _____ _____	

BUS STOP #1: TRUSTWORTHY TOWN

ROLES	ACTIVITIES	COMPLETED
Goodland Guide _____	Aesop's Fable— The Shepherd Boy and the Wolf	_____ _____
Road Recorder _____	A Person of Honor (page 3 in the Student Guide)	_____ _____
Goodland Go-fer _____	Trustworthy Town Wax Museum	_____
Travel Trustee _____	Travel Bonuses: _____ _____ _____	

TRAVEL CHART (2)

BUS STOP #2: RESPECTVILLE

ROLES	ACTIVITIES	COMPLETED
Goodland Guide _____	Aesop's Fable— The Lion and the Mouse	_____ _____
Road Recorder _____	Put Yourself in Their Shoes (page 4 in the Student Guide)	_____ _____
Goodland Go-fer _____	At Your Service	_____
Travel Trustee _____	Travel Bonuses: _____ _____ _____	

BUS STOP #3: RESPONSIBILITY CITY

ROLES	ACTIVITIES	COMPLETED
Goodland Guide _____	Aesop's Fable— Two Travelers and a Bear	_____ _____
Road Recorder _____	I am a Responsible Person (page 5 in the Student Guide)	_____ _____
Goodland Go-fer _____	What is Your Advice?	_____
Travel Trustee _____	Travel Bonuses: _____ _____ _____	

TRAVEL CHART (3)

BUS STOP #4: FAIR HAVEN

ROLES	ACTIVITIES	COMPLETED
Goodland Guide _____	Aesop's Fable— The Monkey and the Cat	_____ _____
Road Recorder _____	Let's Be Fair (page 6 in the Student Guide)	_____ _____
Goodland Go-fer _____	Courtroom Drama	_____
Travel Trustee _____	Travel Bonuses: _____ _____ _____	

BUS STOP #5: CARINGTON

ROLES	ACTIVITIES	COMPLETED
Goodland Guide _____	Aesop's Fable— The Ant and the Dove	_____ _____
Road Recorder _____	Caring Neighbors (page 7 in the Student Guide)	_____ _____
Goodland Go-fer _____	Be Kind To Animals	_____
Travel Trustee _____	Travel Bonuses: _____ _____ _____	

TRAVEL CHART (4)

BUS STOP #6: CITIZENSHIP JUNCTION

ROLES	ACTIVITIES	COMPLETED
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Goodland Guide	Aesop's Fable— A Bundle of Sticks	_____ _____
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Road Recorder	Good Citizenship Award	_____ _____
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Goodland Go-fer	The Good Citizen's Guidebook	_____
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Travel Trustee

Travel Bonuses: _____

GOODLAND CITIZENS' CENTER

ROLES	ACTIVITIES	COMPLETED
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Goodland Guide	Character Quest Production Instructions	_____ _____
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Road Recorder	Character Quest Production	_____ _____
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Goodland Go-fer	Invitation	_____
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Travel Trustee

Travel Bonuses: _____

TRAVEL BONUSES

Instructions: If you have completed your activity and you are waiting for your Bus Buddies to complete their activity, work on one of the **Individual Projects**. If your group has completed all Bus Stop activities and you are waiting for other groups to finish, work on one of the **Individual Projects** OR **Group Projects**.

Individual Projects

1. Design a flag or banner to honor or celebrate the citizens of Goodland. Display it at the Citizenship Ceremony.
2. Create a most-wanted poster for a person of good character in your school. It could be the caring school nurse, a kind and trustworthy classmate, or a teacher who is always fair. Tell why this person is a wanted friend to all.
3. Class Quiz! Write each of the six character traits on different pieces of paper. Tell the class a short tale. Ask them to hold up the page with the trait that you are describing.
4. Start a scrapbook with a collection of news articles that feature stories about people of good character. Include photos and pictures.
5. Create a poem about citizenship. Use the things you have learned about good citizenship in your poem. Think about the form of your poem. Will it rhyme? How many lines will it have? After it is completed, draw an illustration for it. Read it to your classmates during Sharing Time.
6. Compose a song about respectfulness. Write lyrics to a familiar tune. Sing it for your classmates.
7. Draw a *before and after* picture of a character from a story. In the *before* picture, draw the character when he/she did not show good character. In the *after* picture, show how the character could show good character.

Group Projects

1. Take a survey! With your Bus Buddies, create five questions that relate to a particular character trait. As an example, for trustworthiness, you might ask the question: If you saw a classmate cheat on a test, would you tell the teacher about it? Students must respond “yes” or “no.” After you have completed your questionnaire, give it to other classroom groups to answer. Tally their responses. Present the results to the whole class during Sharing Time.
2. Pretend that you and your Bus Buddies are TV newscasters. Plan to report on an event in your community that involves people who are responsible and caring. Perform your TV newscast for your class.
3. With your Bus Buddies, create a mural of people of honor. Use paint, crayons, or markers. Think about the setting that would be appropriate for each person. For example, Abraham Lincoln could be pictured next to an American flag or the White House. Use a large piece of butcher paper for your mural.

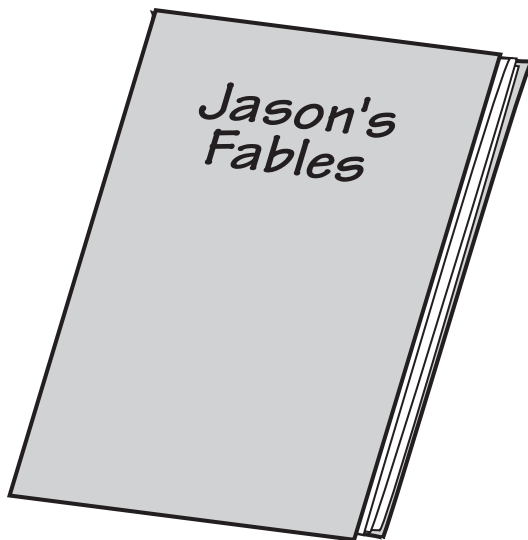
INTRODUCTION INSTRUCTIONS

Create a Fable Log

Instructions (Travel Trustee reads)

Today each of you will create your own Fable Log. You will use your log to write fables about good character traits.

1. The **Goodland Go-fer** gathers:
 - Construction paper for each Bus Buddy
 - Six pages of writing paper for each Bus Buddy
 - A stapler for the group
2. Each student folds the construction paper in half.
3. Place all six pages of writing paper inside the construction paper.
4. Staple the pages inside, making a book.
5. Write “(your first name’s) Fables” on the cover (for example, Jason’s Fables).



Create a Group Bus

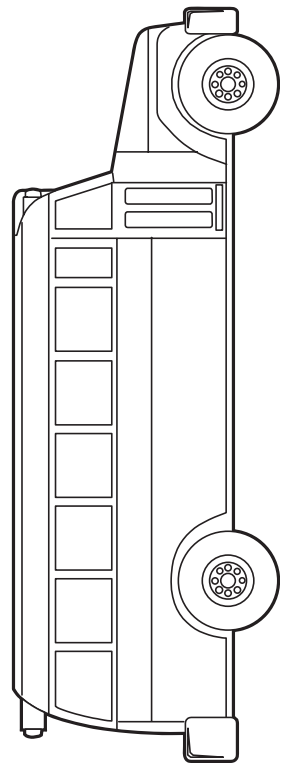
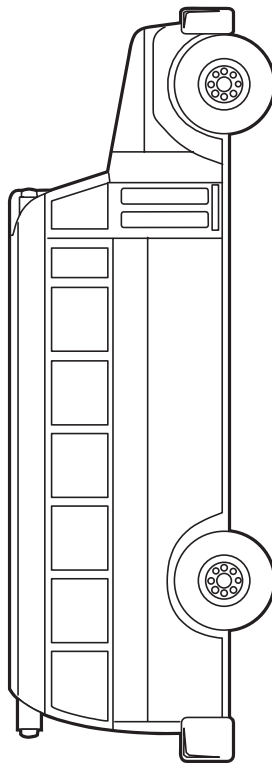
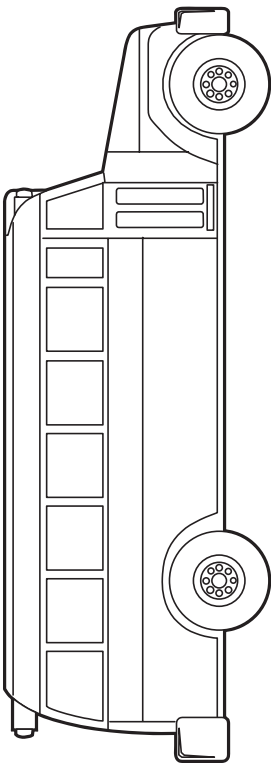
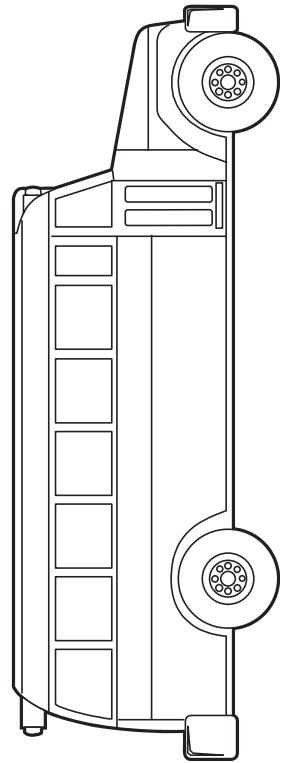
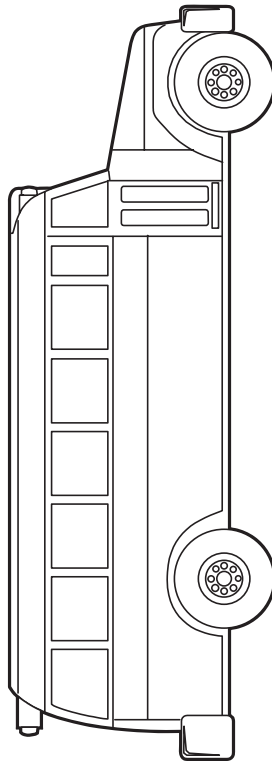
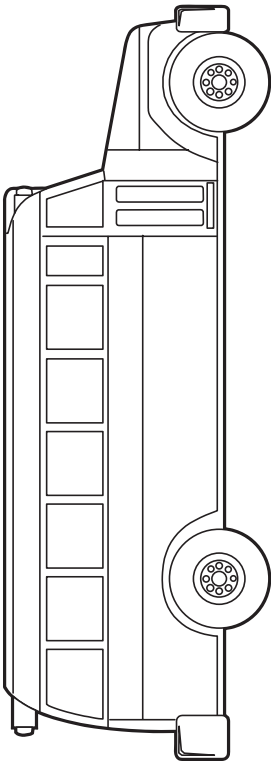
Instructions (Travel Trustee reads)

Today your Bus Buddies group will create your Bus. This bus will represent your Bus Buddies group during your travels from Bus Stop to Bus Stop along the Character Causeway.

1. The **Goodland Go-fer** gathers:
 - **Bus Icon** from the group folder
 - Markers, scissors, and one push pin from the teacher
2. As a group, decide on a name for your bus.
 - The **Goodland Guide** leads the group brainstorm and discussion.
 - The **Road Recorder** writes down the ideas before the group makes a final decision.
3. The **Road Recorder** and **Travel Trustee** color, cut out, and write the name on the bus.
4. The **Travel Trustee** pins the bus on the classroom **Map of Goodland**.
5. The **Goodland Go-fer** cleans up following the activities.



BUS ICONS



TRUSTWORTHY TOWN INSTRUCTIONS (1)

Instructions (Travel Trustee reads)

1. Rotate roles for Bus Stop #1, if you have not already. (Goodland Guide to Road Recorder to Goodland Go-fer to Travel Trustee to Goodland Guide.)
2. The **Travel Trustee** fills out the **Travel Chart**.
3. Work on one activity at a time. When the whole group completes the activity, begin work on the next activity.
4. If other members of your group have not finished an activity, you begin work on a **Travel Bonus**.



Activity 1 (Travel Trustee reads)

1. The **Goodland Go-fer** distributes **Aesop's Fable—The Shepherd Boy and the Wolf** to each student in the group.
2. Each Bus Buddies member completes **Aesop's Fable—The Shepherd Boy and the Wolf**. *Read* the fable, *respond* to the questions, and *rewrite* the story in your **Fable Log**.
3. When you finish Activity 1—Aesop's Fable, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
4. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 1.
5. The **Travel Trustee** informs group when all members have finished Activity 1.



TRUSTWORTHY TOWN INSTRUCTIONS (2)

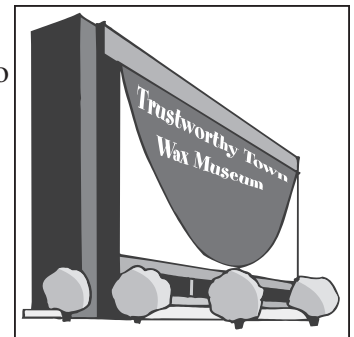
Activity 2 (Travel Trustee reads)

1. All members turn to page 3 of the Student Guide (**A Person of Honor**).
2. The **Goodland Guide** reads the following Activity 2 Directions:
Think of someone you have read or learned about who is honest, dependable, and can always be counted on to do the right thing. You can choose a national leader, like the President. Or your favorite athlete, who is a dependable team player. You might even choose someone from the past. George Washington, Martin Luther King Jr., Molly Pitcher, and Abraham Lincoln are good examples of trustworthy people who are no longer alive. Write the person's name on the line on page 3 of your Student Guide. Follow the directions to complete this activity.
3. Each Bus Buddies member completes **A Person of Honor**. *Research* a person of honor and *write* about the person for The Goodland Gazette.
4. When you finish Activity 2, turn it in to your teacher and tell the Travel Trustee.
(**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
5. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 2.
6. The **Travel Trustee** informs group when all members have finished Activity 2.



Activity 3 (Travel Trustee reads)

1. The **Goodland Go-fer** distributes **Trustworthy Town Wax Museum** to the **Goodland Guide**.
2. Work together as a group to complete Activity 3.
3. Work on a **Travel Bonus** project while waiting for other groups to finish their activities. Work on Individual Projects and/or Group Projects.



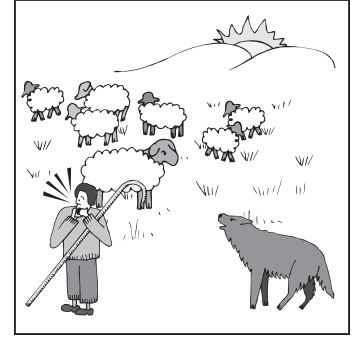
BUS STOP #1: TRUSTWORTHY TOWN

AESOP'S FABLE—THE SHEPHERD BOY AND THE WOLF

Your name: _____

The Shepherd Boy and the Wolf

A young shepherd boy tended his master's sheep near a dark forest that was not far from his village. It was a somewhat lonely job, and he soon became bored. One day he devised a plan to amuse himself. His master had told him to call for help if he saw a wolf attack any of the sheep in the field. So the boy decided to pretend that he saw a wolf. He ran toward the village shouting, "Wolf, Wolf!" The concerned villagers ran quickly out to help him, only to learn that they had been fooled. This gave the shepherd boy pleasure, and he tried the trick again a few days later. Once more the villagers came out to help him, but they did not see a wolf.



The following week, just as the sun was setting, a wolf really did come from the forest. He started moving in the direction of the sheep. The terrified boy cried, "Wolf, Wolf!" louder than the times before. But, this time, the villagers who had been fooled twice before thought the boy was again lying to them. Nobody came to help the shepherd boy, and many of the sheep were killed by the wolf. A village man said, "Liars are not believed, even when they are telling the truth."

Respond:

1. Why did the shepherd boy tell lies?

2. Explain why the villagers did not run to help the shepherd boy when the wolf really did come?

3. What would you have done if you were a villager and heard the boy's cries for help the third time?

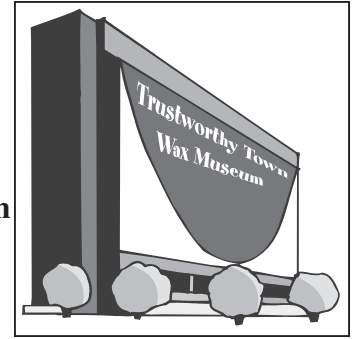
4. What lesson have you learned from reading this story that could be applied to your own life?

BUS STOP #1: TRUSTWORTHY TOWN

TRUSTWORTHY TOWN WAX MUSEUM 1 (!)

Group names: _____

As a group, choose one *Person of Honor* to portray in the **Trustworthy Town Wax Museum**. During the Trustworthy Town Wax Museum, each group will have one person of honor “wax figure” while a student “docent” reads notes from a report about the figure.



Roles and Responsibilities

Goodland Guide

- Read the instructions and lead the group in completing the **Trustworthy Town Wax Museum**.
- Play the role of the “docent”—read about the *Person of Honor* at the *Wax Museum*.

Road Recorder

- Write down the group ideas on this page.

Goodland Go-fer

- Gather materials.
 - props and costumes as appropriate
- Clean up following the activity.

Travel Trustee

- Dress up as the *Person of Honor* for the *Wax Museum*.
- Complete the **Travel Chart**.

Instructions

1. As a group, read and discuss each member’s *Goodland Gazette* article (Student Guides, page 3).
2. Decide which person of honor your group will use for the **Trustworthy Town Wax Museum**. Discuss what information to share about this person. The **Road Recorder** writes down the group’s ideas below.

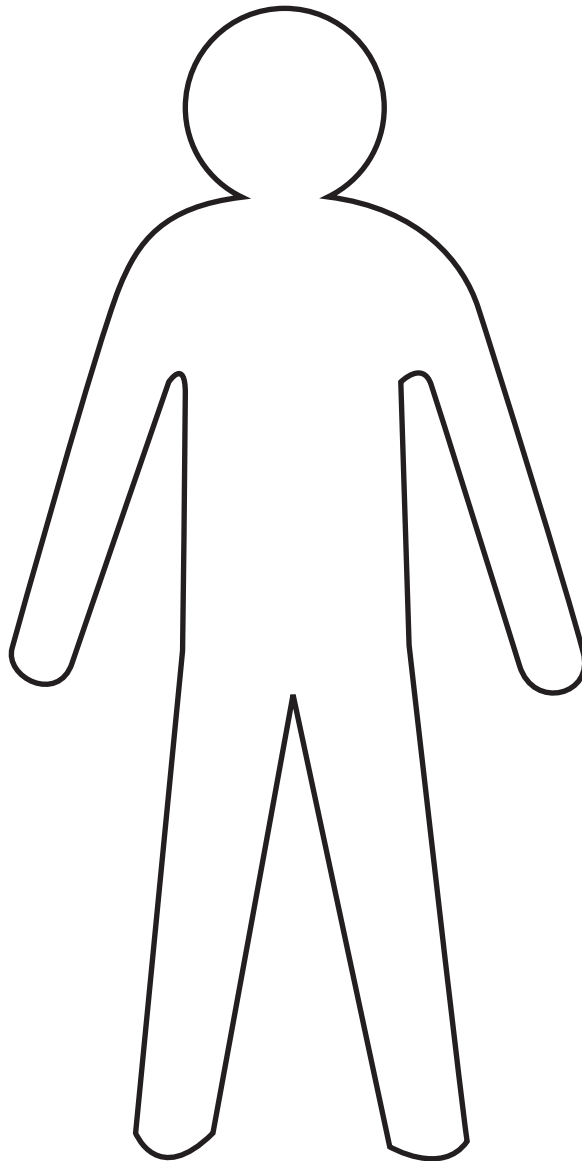
We chose this Person of Honor for our wax figure: _____

We will use this information: _____

BUS STOP #1: TRUSTWORTHY TOWN
TRUSTWORTHY TOWN WAX MUSEUM I (2)

3. Decide how the “wax figure” should look.
 - How can you dress up to look like your person of honor?
 - What props will you need? For example, as Abraham Lincoln you might include a stove-pipe hat, a beard, and an American flag.
 - Costume ideas can be made from things found around the house. Sometimes, just a hat, scarf, or vest can be added to help identify a person.

Write your prop and dress-up ideas below. Try them on the figure.

[illegible]

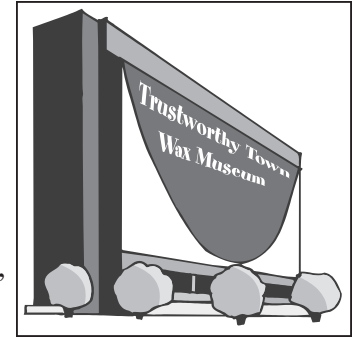
4. Your teacher will set a time, date, and place for a **Trustworthy Town Wax Museum**. The “wax figure” must stand perfectly still while your “docent” tells the rest of the class about your Person of Honor.

BUS STOP #1: TRUSTWORTHY TOWN

TRUSTWORTHY TOWN WAX MUSEUM II (1)

Group names: _____

As a group, choose two *Persons of Honor* to portray in the **Trustworthy Town Wax Museum**. During the Trustworthy Town Wax Museum, each group will have two persons of honor “wax figures” while a student “docent” reads notes from a report about each figure.



Roles and Responsibilities

Goodland Guide

- Read the instructions and lead the group in completing the **Trustworthy Town Wax Museum**.
- Play the role of the “docent” for one wax figure—read about that *Person of Honor* at the *Wax Museum*.

Road Recorder

- Write down the group ideas on this page.
- Play the role of the “docent” for one wax figure—read about that *Person of Honor* at the *Wax Museum*.

Goodland Go-fer

- Gather materials.
 - props and costumes as appropriate
- Dress up as one *Person of Honor* for the *Wax Museum*.
- Clean up following the activity.

Travel Trustee

- Dress up as one *Person of Honor* for the *Wax Museum*.
- Complete the **Travel Chart**.

Instructions

1. As a group, read and discuss each member’s *Goodland Gazette* article (Student Guides, page 3).
2. The **Road Recorder** writes down the names of your *Persons of Honor* below. Decide which two persons of honor your group will use for the **Trustworthy Town Wax Museum**. Discuss what information to share about these people. The **Road Recorder** writes down the group’s ideas on the next two pages.

Our Bus Buddies *Persons of Honor*

1. _____
2. _____
3. _____
4. _____

BUS STOP #1: TRUSTWORTHY TOWN

TRUSTWORTHY TOWN WAX MUSEUM II (2)

We chose this Person of Honor for our first wax figure: _____

We will use this information: _____

We chose this Person of Honor for our second wax figure: _____

We will use this information: _____

3. Decide how the “wax figure” should look.

- How can you dress up to look like your person of honor?
- What props will you need? For example, as Abraham Lincoln you might include a stove-pipe hat, a beard, and an American flag.
- Costume ideas can be made from things found around the house. Sometimes, just a hat, scarf, or vest can be added to help identify a person.
- The **Road Recorder** writes your prop and dress-up ideas below.

4. Your teacher will set a time, date, and place for a **Trustworthy Town Wax Museum**. The “wax figures” must stand perfectly still while your “docent” tells the rest of the class about each Person of Honor.

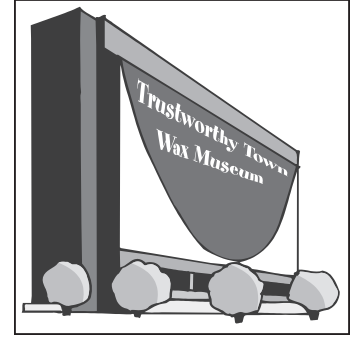
BUS STOP #1: TRUSTWORTHY TOWN

TRUSTWORTHY TOWN WAX MUSEUM III

Group names: _____

As a group, each of you will take turns participating in the **Trustworthy Town Wax Museum**. You will each:

- Dress up as your *Person of Honor* for the *Wax Museum*
- Play the role of the “docent” for one of the other wax figures—read about that *Person of Honor* at the *Wax Museum*



Instructions (Travel Trustee reads)

1. Each Bus Buddies member takes out his/her Student Guide and turns to **Person of Honor** (page 3).
2. As a group, read and discuss each member’s *Goodland Gazette* article.
3. The **Goodland Guide** leads a discussion about what information to share about each person. The **Road Recorder** writes down the group’s ideas on separate paper.
4. Decide how each “wax figure” should look.
 - How can you dress up to look like your person of honor?
 - What props will you need? For example, as Abraham Lincoln you might include a stove-pipe hat, a beard, and an American flag.
 - Costume ideas can be made from things found around the house. Sometimes, just a hat, scarf, or vest can be added to help identify a person.

The **Road Recorder** writes down the group’s ideas and the **Goodland Go-fer** gathers the appropriate props and costumes (OR assigns group members to bring in various props and costumes).

5. The **Goodland Go-fer** cleans up following the activity.
6. Your teacher will set a time, date, and place for a **Trustworthy Town Wax Museum**. The “wax figures” must stand perfectly still while your “docent” tells the rest of the class about your Person of Honor.

FABLE RUBRIC

4 – Exemplary

- Your Fable is well written with clear expression of ideas.
- Your Fable is very creative.
- Your Fable clearly relates to the character trait of the original Aesop’s Fable.
- Your Fable consistently uses correct grammar, spelling, punctuation, and capitalization.

2 – Nearly There

- Your Fable has few clear ideas expressed.
- Your Fable is not creative.
- Your Fable does not clearly relate to the character trait of the original Aesop’s Fable.
- Your Fable has some grammatical, punctuation, and/or spelling errors.

3 – Expected

- Your Fable expresses ideas.
- Your Fable is creative.
- Your Fable relates to the character trait of the original Aesop’s Fable.
- Your Fable uses correct grammar, spelling, punctuation, and capitalization.

1 – Incomplete

- Your Fable has few or no ideas expressed.
 - Your Fable is not creative.
 - Your Fable does not relate to the character trait of the original Aesop’s Fable.
 - Your Fable has many grammatical, punctuation, and/or spelling errors.
-

FABLE RUBRIC

4 – Exemplary

- Your Fable is well written with clear expression of ideas.
- Your Fable is very creative.
- Your Fable clearly relates to the character trait of the original Aesop’s Fable.
- Your Fable consistently uses correct grammar, spelling, punctuation, and capitalization.

2 – Nearly There

- Your Fable has few clear ideas expressed.
- Your Fable is not creative.
- Your Fable does not clearly relate to the character trait of the original Aesop’s Fable.
- Your Fable has some grammatical, punctuation, and/or spelling errors.

3 – Expected

- Your Fable expresses ideas.
- Your Fable is creative.
- Your Fable relates to the character trait of the original Aesop’s Fable.
- Your Fable uses correct grammar, spelling, punctuation, and capitalization.

1 – Incomplete

- Your Fable has few or no ideas expressed.
- Your Fable is not creative.
- Your Fable does not relate to the character trait of the original Aesop’s Fable.
- Your Fable has many grammatical, punctuation, and/or spelling errors.

RESPECTVILLE INSTRUCTIONS (1)

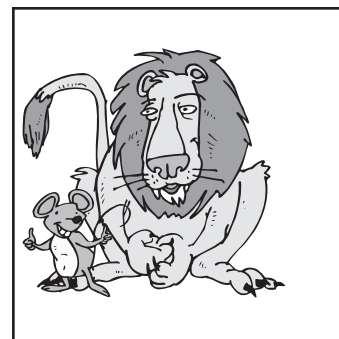
Instructions (Travel Trustee reads)

1. Rotate roles for Bus Stop #2, if you have not already. (Goodland Guide to Road Recorder to Goodland Go-fer to Travel Trustee to Goodland Guide.)
2. The **Travel Trustee** fills out the **Travel Chart**.
3. Work on one activity at a time. When the whole group completes the activity, begin work on the next activity.
4. If other members of your group have not finished an activity, you begin work on a **Travel Bonus**.



Activity 1 (Travel Trustee reads)

1. The **Goodland Go-fer** distributes **Aesop's Fable—The Lion and the Mouse** to each student in the group.
2. Each **Bus Buddies** member completes **Aesop's Fable—The Lion and the Mouse**. *Read* the fable, *respond* to the questions, and *write* your own story in your **Fable Log**.
3. When you finish Activity 1—Aesop's Fable, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
4. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 1.
5. The **Travel Trustee** informs group when all members have finished Activity 1.



RESPECTVILLE INSTRUCTIONS (2)

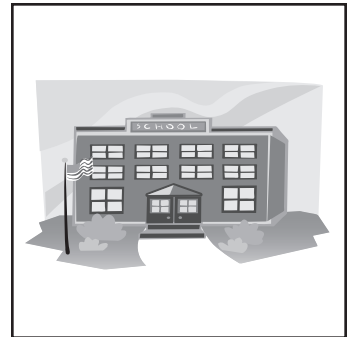
Activity 2 (Travel Trustee reads)

1. All members turn to page 4 of the Student Guide (**Put Yourself in Their Shoes**). Consider how you would feel in several situations.
2. When you finish Activity 2, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
3. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 2.
4. The **Travel Trustee** informs group when all members have finished Activity 2.



Activity 3 (Travel Trustee reads)

1. The **Goodland Go-fer** distributes **At Your Service** to the **Goodland Guide**.
2. Work together as a group to complete Activity 3.
3. Work on a **Travel Bonus** project while waiting for other groups to finish their activities. Work on Individual Projects and/or Group Projects.



BUS STOP #2: RESPECTVILLE

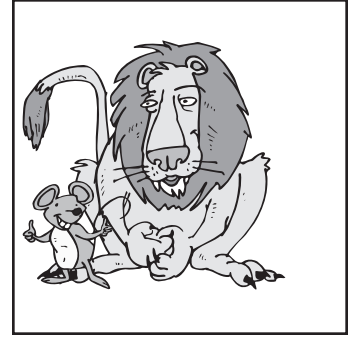
AESOP'S FABLE—THE LION AND THE MOUSE

Your name: _____

The Lion and the Mouse

One day as a lion lay asleep in a forest, a timid little mouse climbed upon him and accidentally ran across the lion's face. This soon awakened the lion. He angrily placed a huge paw upon the mouse and prepared to swallow her. "Spare me, Oh King," begged the frightened mouse. "Please let me go this time, and I shall never forget it. Someday I may be able to do you a favor."

The lion was so amused to think that a mouse could ever help him, he decided to let the poor little creature go.



Later that week, the lion was walking in the forest and suddenly became trapped in a hunter's net. Unable to free himself, he began to roar loudly. The little mouse heard his roaring and quickly ran to the lion's aid. She began to gnaw at the ropes that bound the large animal. Soon the lion was free. "Was I not right?" asked the little mouse. "Even a small animal like me can help a great lion."

Respond:

1. How did the mouse get into trouble?

2. How did the lion get into trouble?

3. In what ways did the animals show respect for each other?

4. What would you have done if you were the mouse and the lion had you in his paw?

BUS STOP #2: RESPECTVILLE

AT YOUR SERVICE

Group names: _____

Your school is an important part of your community. The people who work and learn inside of it deserve your respect. The school property also deserves your respect.

Instructions (*Goodland Guide reads and leads discussion*)

1. As a group, think of some ways that you can improve the appearance of your school and demonstrate to the staff and students that you respect the property that you share with them. Perhaps, the outdoor garden would look better with some new flowers. Maybe, the playground needs to be kept cleaner. Are the library books always put back neatly? Does every classroom have a recycle basket?

2. Brainstorm your ideas (**Road Recorder** writes ideas below).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3. Our best idea for a school improvement project:



RESPONSIBILITY CITY INSTRUCTIONS (1)

Instructions (Travel Trustee reads)

1. Rotate roles for Bus Stop #3, if you have not already. (Goodland Guide to Road Recorder to Goodland Go-fer to Travel Trustee to Goodland Guide.)
2. The **Travel Trustee** fills out the **Travel Chart**.
3. Work on one activity at a time. When the whole group completes the activity, begin work on the next activity.
4. If other members of your group have not finished an activity, you begin work on a **Travel Bonus**.



Activity 1 (Travel Trustee reads)

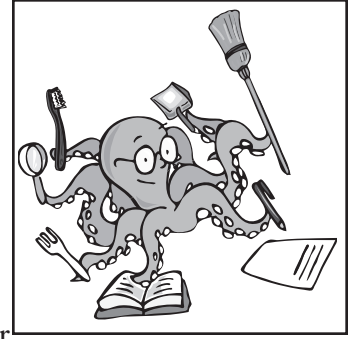
1. The **Goodland Go-fer** distributes **Aesop's Fable—Two Travelers and a Bear** to each student in the group.
2. Each **Bus Buddies** member completes **Aesop's Fable—Two Travelers and a Bear**. *Read* the fable, *respond* to the questions, and *rewrite* the story in your **Fable Log**.
3. When you finish Activity 1—Aesop's Fable, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
4. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 1.
5. The **Travel Trustee** informs group when all members have finished Activity 1.



RESPONSIBILITY CITY INSTRUCTIONS (2)

Activity 2 (Travel Trustee reads)

1. All members turn to page 5 of the Student Guide (**I am a Responsible Person**). Organize your responsibilities.
2. When you finish Activity 2, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
3. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 2.
4. The **Travel Trustee** informs group when all members have finished Activity 2.



Activity 3 (Travel Trustee reads)

1. The **Goodland Go-fer** distributes **What Is Your Advice?** to the **Goodland Guide**.
2. Work together as a group to complete Activity 3.
3. Work on a **Travel Bonus** project while waiting for other groups to finish their activities. Work on Individual Projects and/or Group Projects.



BUS STOP #3: RESPONSIBILITY CITY

AESOP'S FABLE—TWO TRAVELERS AND A BEAR

Your name: _____

Two Travelers and a Bear

Two men were traveling together through a forest when all of a sudden a bear appeared in their path. One of the men, thinking only of his own safety, climbed a tree and hid in the branches. The other man, unable to fight the bear alone, threw himself on the ground, held his breath, and pretended to be dead. The bear came up to the man, sniffed his head, but soon went away, for it is said that bears will not touch a dead body.



When the bear was safely gone, the man in the tree climbed down. “It looked just as if the bear whispered something in your ear,” he said. “What did he tell you?” The other man replied, “He told me that it is not wise to travel with someone who would desert a friend in a moment of danger.”

Respond:

1. Why did the first traveler quickly climb up a tree? What was he thinking?

2. How did the second traveler save himself from the bear? What were his thoughts?

3. What would you have done if you were the second traveler?

4. What lesson have you learned from reading this story that could be applied to your own life?

BUS STOP #3: RESPONSIBILITY CITY

WHAT IS YOUR ADVICE?

Group names: _____



Instructions (Goodland Guide reads and leads discussion)

1. Mother Goose characters need your help to make them more responsible. Read this familiar rhyme and you will understand the problem.

Old Mother Hubbard

Went to the cupboard
To fetch her poor dog a bone:
But when she got there
The cupboard was bare,
And so the poor dog had none.

2. Please give some advice to Old Mother Hubbard. Because of her lack of responsibility, her poor dog suffered. How can Old Mother Hubbard become a more responsible dog owner? The **Road Recorder** writes the group's ideas on the lines below.

3. Other Mother Goose characters need your help. Think of rhymes where the characters do not show responsibility. Did the characters take good care of their own things? Could the characters be counted on to get the job done? (Some examples: Little Boy Blue; The Three Little Kittens Who Lost Their Mittens; and The Old Woman Who Lived In A Shoe.) Write the name of two Mother Goose characters. Write advice for each character on how to be more responsible. The **Road Recorder** writes the group's ideas on the lines below.

Name of Mother Goose character: _____

Advice for this character: _____

Name of Mother Goose character: _____

Advice for this character: _____

FAIR HAVEN INSTRUCTIONS (1)

Instructions (Travel Trustee reads)

1. Rotate roles for Bus Stop #4, if you have not already. (Goodland Guide to Road Recorder to Goodland Go-fer to Travel Trustee to Goodland Guide.)
2. The **Travel Trustee** fills out the **Travel Chart**.
3. Work on one activity at a time. When the whole group completes the activity, begin work on the next activity.
4. If other members of your group have not finished an activity, you begin work on a **Travel Bonus**.



Activity 1 (Travel Trustee reads)

1. The **Goodland Go-fer** distributes **Aesop's Fable—The Monkey and the Cat** to each student in the group.
2. Each Bus Buddies member completes **Aesop's Fable—The Monkey and the Cat**. *Read* the fable, *respond* to the questions, and *rewrite* the story in your **Fable Log**.
3. When you finish Activity 1—Aesop's Fable, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
4. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 1.
5. The **Travel Trustee** informs group when all members have finished Activity 1.



FAIR HAVEN INSTRUCTIONS (1)

Activity 2 (Travel Trustee reads)

1. All members turn to page 6 of the Student Guide (**Let's Be Fair!**). Draw a picture that shows a fair ending for the stories.
2. When you finish Activity 2, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
3. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 2.
4. The **Travel Trustee** informs group when all members have finished Activity 2.



Activity 3 (Travel Trustee reads)

1. The **Goodland Go-fer** distributes **Courtroom Drama** to the **Goodland Guide**.
2. Work together as a group to complete Activity 3.
3. Work on a **Travel Bonus** project while waiting for other groups to finish their activities. Work on Individual Projects and/or Group Projects.



BUS STOP #4: FAIR HAVEN

AESOP'S FABLE—THE MONKEY AND THE CAT

Your name: _____

The Monkey and the Cat

A cat and a monkey were both pets in the same household. They were always looking for good things to eat. One day, they spied some chestnuts that were roasting on the front of the fireplace hearth and thought that the nuts would make a wonderful snack. But the fire was very hot, and it would be quite difficult to obtain the nuts.



The crafty monkey thought quickly. “You are better at this than I,” he said to the cat. “You pull them out first and then we’ll divide them between us.” The poor cat did as she was told, but her paws were burned every time she pulled a chestnut from the fire. But as fast as she pulled them out, the monkey devoured them.

Just then, the master of the house entered the room and chased the pets away. The cat had not eaten one chestnut for all her trouble. “I don’t want a friend who does not treat me fairly,” she said. From that time on, the cat had little to do with the monkey.

Respond:

1. Do you think the monkey’s plan to get the chestnuts was fair? Why? Why not? Explain your reasons.

2. What would you have said or done if you were the cat and the monkey asked you to get the nuts?

3. Why was it so difficult for the animals to eat the chestnuts?

4. What lesson have you learned from this story that could be applied to your own life?

BUS STOP #4: FAIR HAVEN

COURTROOM DRAMA (I)

Group names: _____



Instructions (Goodland Guide reads and leads this activity)

1. As a group, think of situations in your lives or the lives of others that seemed unfair. Perhaps a friend was not allowed to go to a sleepover party, or you were blamed for someone else's mistake. The **Road Recorder** writes your ideas on the lines below.

2. As a group, choose your best idea, and develop it into a *legal case*. Write the names of the main people involved in the situation, and other people who observed it happening (witnesses). Tell all the facts in the order that they happened. Include as many details as you can. The **Road Recorder** writes your ideas on the lines below.

Main people _____

Witnesses _____

The Facts (in the order they happened—include details)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

BUS STOP #4: FAIR HAVEN

COURTROOM DRAMA (2)

3. Using the facts from #2, write your case below. After your case is written, your group will present it to the whole class for a *jury* decision. Was the situation **fair** or **unfair**? The jury will decide.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

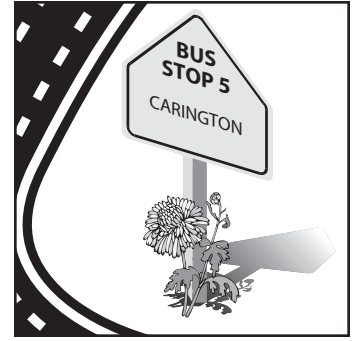
4. The **Goodland Guide** asks your teacher how you will present the case.
 - a. If you present it to the whole class (as the jury) the **Goodland Guide** reads the case.
 - b. If you present the case in a courtroom setting (with judge, attorney, jury group, etc.) use the following roles and responsibilities:
 - The **Goodland Guide** acts as the attorney.
 - The **Road Recorder** writes out the information related to the case.
 - The **Goodland Go-fer** plays the role of a witness.
 - The **Travel Trustee** plays the role of a witness.
 - The teacher or another student acts as the judge.
 - Other group(s) act as the jury.

Use the information in the case to prepare for your roles.

CARINGTON INSTRUCTIONS (1)

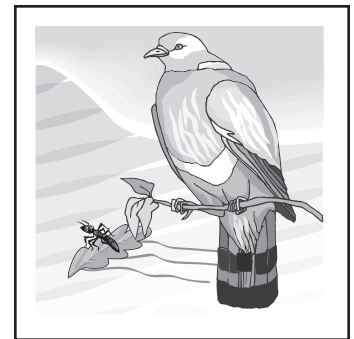
Instructions (Travel Trustee reads)

1. Rotate roles for Bus Stop #5, if you have not already. (Goodland Guide to Road Recorder to Goodland Go-fer to Travel Trustee to Goodland Guide.)
2. The **Travel Trustee** fills out the **Travel Chart**.
3. Work on one activity at a time. When the whole group completes the activity, begin work on the next activity.
4. If other members of your group have not finished an activity, you begin work on a **Travel Bonus**.



Activity 1 (Travel Trustee reads)

1. The **Goodland Go-fer** distributes **Aesop's Fable—The Ant and the Dove** to each student in the group.
2. Each Bus Buddies member completes **Aesop's Fable—The Ant and the Dove**. *Read* the fable, *respond* to the questions, and *write* your own story in your **Fable Log**.
3. When you finish Activity 1—Aesop's Fable, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
4. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 1.
5. The **Travel Trustee** informs group when all members have finished Activity 1.



CARINGTON INSTRUCTIONS (2)

Activity 2 (*Travel Trustee reads*)

1. All members turn to page 7 of the Student Guide (**Caring Neighbors**). Determine how neighbors show that they care.
2. When you finish Activity 2, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
3. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 2.
4. The **Travel Trustee** informs group when all members have finished Activity 2.



Activity 3 (*Travel Trustee reads*)

1. The **Goodland Go-fer** distributes **Be Kind to Animals** to the **Goodland Guide**.
2. Work together as a group to complete Activity 3.
3. Work on a **Travel Bonus** project while waiting for other groups to finish their activities. Work on Individual Projects and/or Group Projects.



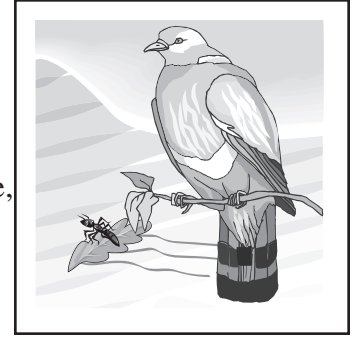
BUS STOP #5: CARINGTON

AESOP'S FABLE—THE ANT AND THE DOVE

Your name: _____

The Ant and the Dove

One day, an ant went to the edge of the river to get a drink, lost her balance, and fell in the water. The ant tried in vain to reach the safety of the river bank. Nearby, a dove, that was perched in a tree, noticed the ant's plight and decided to help. She plucked a leaf from the tree and let it fall in the river near the struggling ant. The ant climbed on the leaf and floated safely to shore. Just then a bird catcher came along the river path. After observing the dove in the tree, he decided to capture her and began to lay a trap. The ant realized the bird catcher's plan just in time, and stung the man in the heel of his foot. When the man cried out in pain, the sound caused the startled dove to fly to safety in another tree. So you see, a kindness is never wasted.



Respond:

1. In what way did the dove show kindness to the ant?

2. In what way did the ant show that she cared about the dove?

3. How does the old saying, "One good turn deserves another," fit this fable?

4. What would you have done if you were the dove and saw the ant in the water?

BUS STOP #5: CARINGTON

BE KIND TO ANIMALS

Group names: _____



Instructions (Goodland Guide reads and leads the discussion)

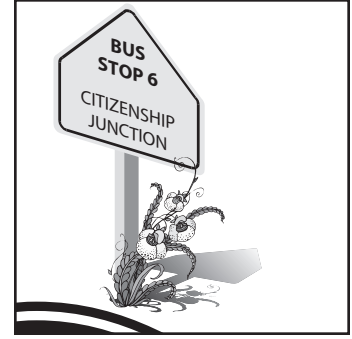
1. There are many ways that you can show kindness to animals. Helping out at local animal shelters, reporting animal abuse, creating a space for wildlife in your own backyard, caring for pets correctly, and being aware of endangered or threatened species in your community are just a few examples.
2. As a group, brainstorm a list of specific things that students can do to improve the lives of animals. The **Road Recorder** writes group responses on the lines below.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
3. Choose one idea from the list in #2 above and draw a picture of what your idea would look like.

A large, empty rectangular box with a black border, intended for a student to draw a picture of an idea.

CITIZENSHIP JUNCTION INSTRUCTIONS (1)

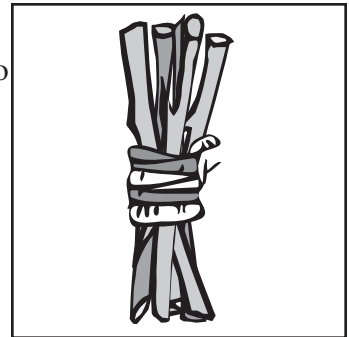
Instructions (Travel Trustee reads)

1. Rotate roles for Bus Stop #6, if you have not already. (Goodland Guide to Road Recorder to Goodland Go-fer to Travel Trustee to Goodland Guide.)
2. The **Travel Trustee** fills out the **Travel Chart**.
3. Work on one activity at a time. When the whole group completes the activity, begin work on the next activity.
4. If other members of your group have not finished an activity, you begin work on a **Travel Bonus**.



Activity 1 (Travel Trustee reads)

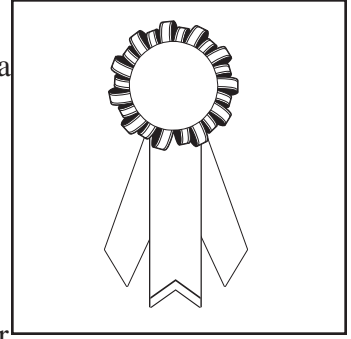
1. The **Goodland Go-fer** distributes **Aesop's Fable—A Bundle of Sticks** to each student in the group.
2. Each **Bus Buddies** member completes **Aesop's Fable—A Bundle of Sticks**. *Read* the fable, *respond* to the questions, and *write* your own story in your **Fable Log**.
3. When you finish Activity 1—Aesop's Fable, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
4. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 1.
5. The **Travel Trustee** informs group when all members have finished Activity 1.



CITIZENSHIP JUNCTION INSTRUCTIONS (2)

Activity 2 (*Travel Trustee reads*)

1. The **Goodland Go-fer** distributes **Good Citizenship Award**. Choose a Good Citizen to award.
2. When you finish Activity 2, turn it in to your teacher and tell the Travel Trustee. (**Travel Trustee** makes a check mark on the **Travel Chart** as each member reports that he or she is finished with that activity.)
3. Work on a **Travel Bonus** project while waiting for other members of your group to finish Activity 2.
4. The **Travel Trustee** informs group when all members have finished Activity 2.



Activity 3 (*Travel Trustee reads*)

1. The **Goodland Go-fer** distributes **The Good Citizen's Guidebook** to the **Goodland Guide**.
2. Work together as a group to complete Activity 3.
3. Work on a **Travel Bonus** project while waiting for other groups to finish their activities. Work on Individual Projects and/or Group Projects.



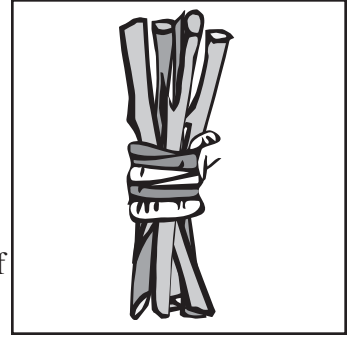
BUS STOP #6: CITIZENSHIP JUNCTION

AESOP'S FABLE—A BUNDLE OF STICKS

Your name: _____

A Bundle of Sticks

Long ago there lived a father who had four quarrelsome sons. The boys could not get along with each other, and that made the old man very sad. One day, he decided to do something to solve the problem. First he gathered a bundle of sticks, tied them together tightly, and handed them to each of his sons. “Try to break the bundle,” he said. But, although each boy tried hard, no one was able to break the sturdy bundle of sticks.



Then the father untied the sticks and told his sons to break the sticks one by one. This proved to be a much easier task for them to complete. Finally, the father said to his sons, “If you all stick together, you will stand strong against your enemies. But, if you do not cooperate and support each other, your strength will be divided just like the sticks.”

Respond:

1. Why did the father decide to teach his sons a lesson?

2. How did the father prove to his sons that it is important to stick together?

3. If you were the father in this fable, what would you have done to teach your sons the importance of working together?

4. What lesson have you learned from reading this story that could be applied to your own life as a citizen of a community and a nation?

BUS STOP #6: CITIZENSHIP JUNCTION

GOOD CITIZENSHIP AWARD

Your name: _____

Directions

1. You have learned and discussed what it means to be a good citizen. Think of someone in your school or community who has shown the qualities of good citizenship. What has this person done to make the school or community a better place? Write your ideas below.

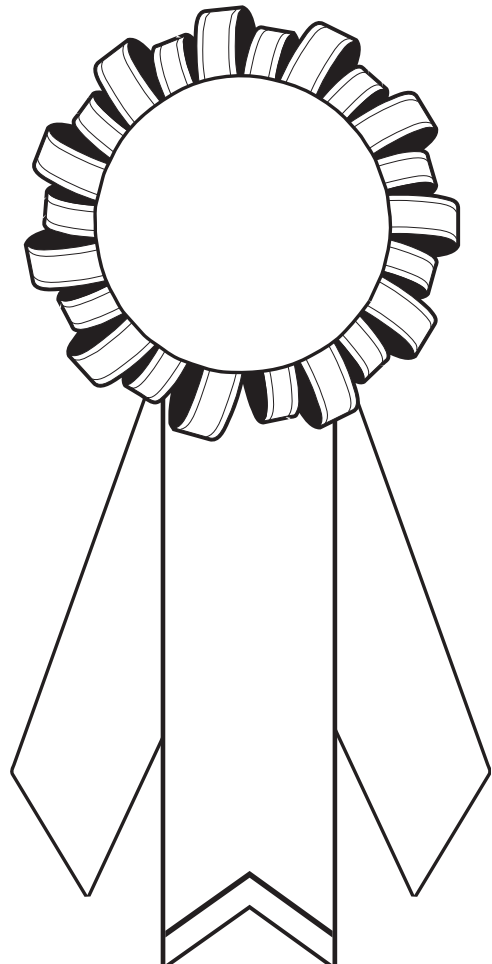
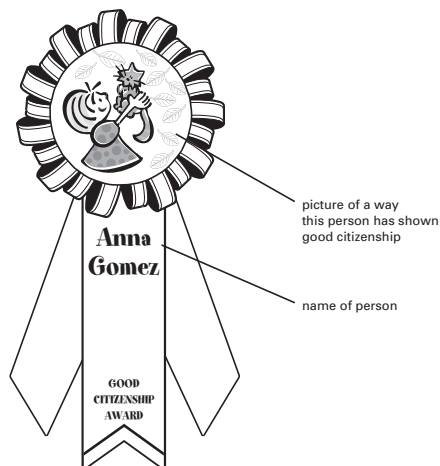
I choose: _____

He/She has shown the following qualities of good citizenship:

2. Design a blue ribbon award for your good citizen.

- Write the person's name on the bottom part of the ribbon.
- Draw a picture of one of the ways that this person has shown good citizenship on the round part of the ribbon.
- Color the rest of the ribbon blue.
- Cut the ribbon carefully, and glue or paste it on another piece of paper.
- Underneath the ribbon, write a short story about your good citizen. Tell why he or she deserved the award.

Example:



BUS STOP #6: CITIZENSHIP JUNCTION

THE GOOD CITIZEN'S GUIDEBOOK

Group names: _____



Instructions (The Goodland Guide reads and leads the discussion)

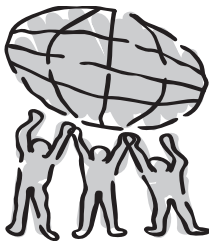
1. It is important for all citizens to know the rules of their community. In your school community, you have school laws or regulations that you must obey. At home, your family has set up certain rules of behavior. In the wider community where you live, there are many laws that protect the rights of individuals and make the community a safer and better place to live.
2. With your Bus Buddies, brainstorm rules or laws that fit into the following categories: Home, School, Community. The **Road Recorder** writes group responses below.



Home Rules:



School Rules:



Community Rules:

3. When your group has finished the brainstorming, each member chooses *three* different rules from the list to illustrate on separate papers for a booklet called **The Good Citizen's Guidebook**. The **Goodland Go-fer** gets the paper and art supplies.

CHARACTER QUEST EVALUATION

Your name: _____

My favorite activities were:

1. _____

Reason: _____

2. _____

Reason: _____

3. _____

Reason: _____

An activity I did not like was: _____

Reason: _____

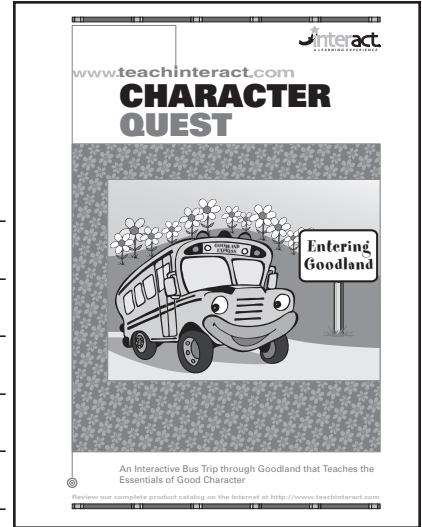
I helped my group by: _____

I think my group worked well together because: _____

The problems my group encountered were: _____

Next time we would do the following differently: _____

This unit helped me to learn a lot about good character traits because: _____



CHARACTER QUEST PRODUCTION

INSTRUCTIONS 1 (1)

Group names: _____

Congratulations, you are all official citizens of Goodland! You and your Bus Buddies will now produce a Character Quest Production. First you will **write** a special story about one of the good character traits. Then you will **perform** your story. Rotate roles once again.



Instructions (Travel Trustee reads)

Use the guidelines on these **Instructions** pages to help you get started.

1. The **Travel Trustee** reads these pages.
2. The **Goodland Guide** leads the discussion.
3. The **Road Recorder** writes your ideas in the space under each section.
4. The **Goodland Go-fer** participates in the discussion and gets anything the group needs.

WRITING THE STORY

1. What **character trait** is your story about? _____
2. What kind of story can you write about your character trait?
 - What is the problem that needs to be solved?

3. What happens in your story? _____

How does your story BEGIN: _____

What happens in the MIDDLE: _____

How does your story END (Think of a good ending.): _____

CHARACTER QUEST PRODUCTION

INSTRUCTIONS 1 (2)

3. Think of four characters (one for each group member) for your story.
- How will each character react to the problem in the story?
 - Be sure that your characters deal with the problem in different ways.

CHARACTER 1:

- What is the character's name? _____
- What does this character look like? _____

- How does this character deal with the problem of the story? _____

- Which group member will play this character? _____

CHARACTER 2:

- What is the character's name? _____
- What does this character look like? _____

- How does this character deal with the problem of the story? _____

- Which group member will play this character? _____

CHARACTER 3:

- What is the character's name? _____
- What does this character look like? _____

- How does this character deal with the problem of the story? _____

- Which group member will play this character? _____

CHARACTER 4:

- What is the character's name? _____
- What does this character look like? _____

- How does this character deal with the problem of the story? _____

- Which group member will play this character? _____

CHARACTER QUEST PRODUCTION

INSTRUCTIONS I (3)

4. Make the characters talk

- When you write the story, write the words each character says
Here are two examples:

Alex: I think it's time we cleaned up that dirty parking lot!

Mr. Fulton: Let's meet tomorrow night at my house to discuss our plans.

5. Begin writing the first draft of your story below (use more paper as needed). When you finish, have everyone in the group check the work to see that it is correct. Make corrections before writing or typing your final copy.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

CHARACTER QUEST PRODUCTION

INSTRUCTIONS II (1)

Group names: _____



Congratulations, you have successfully completed Character Quest. Now you are all official citizens of Goodland! You are now in the Goodland Citizens' Center. Your Bus Buddies group will write and perform a special skit based on one of the good character traits you have learned about: Trustworthiness, Respect, Responsibility, Fairness, Caring, or Citizenship. You will write the script, perform the roles, and create the scenery or props. Your teacher will schedule a performance date. Rotate roles once again.

Instructions (Travel Trustee reads)

Use the guidelines on these **Instructions** pages to help you get started.

1. The **Road Recorder** writes your ideas in the space under each section. Allow each group member to contribute ideas.
2. Then use the pages of **Our Character Quest Production**, to write your skit, scene by scene (everyone will need to help write the skit).

WRITING THE SKIT

1. **Create a plot.**

Which **CHARACTER TRAIT** will you use: _____

What is the **MAIN IDEA** of your story: _____

What **CONFLICTS (PROBLEMS)** will occur: _____

When will the **CLIMAX (POINT OF HIGHEST EXCITEMENT)** take place: _____

How will the story **END** (It should be a reasonable ending.): _____

CHARACTER QUEST PRODUCTION

INSTRUCTIONS II (2)

2. Choose the characters.

Think of *four* main characters who are important in your skit. Create other characters if needed, so that every group member has a role in the production.

- Decide on each character's appearance, behavior, and beliefs.
- Write down examples of the way your characters will speak.
- How will each character react to the conflict or problem in the story?
- Be sure to develop characters who have contrasting personalities. Such contrasts make your story more interesting. Name your characters.

CHARACTER 1:

CHARACTER 2:

CHARACTER 3:

CHARACTER 4:

CHARACTER QUEST PRODUCTION

INSTRUCTIONS II (3)

3. Design a setting.

WHERE will your story take place: _____

WHEN will it happen: _____

Describe BACKGROUND DETAILS to add color and interest: _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHARACTER QUEST PRODUCTION

INSTRUCTIONS II (4)

4. Write the acts and scenes.

- Plan how one thing leads into another in your play. Divide your play into acts and scenes, according to your plot.
- As a group, decide how many scenes you want in each act.
- Give each act a subtitle.
- Tell where each scene will take place and at what time of day.

(See example immediately below).

ACT I TOGETHER ON TURNBERRY STREET

Scene 1 A vacant, trash-filled lot (afternoon)

Scene 2 Mr. Fulton's house (the next evening)

- Develop your acts and scenes in the space below.

5. Develop dialogue and stage directions.

Write your play in a "script." What does that mean?

- Print the character's name and then follow it with a colon (:).
- Write any stage directions in parentheses.
- Write the dialogue (the words the character says).

Here are two examples:

Alex: (standing, pointing at trash-filled lot) I think it's high time we cleaned up this disgraceful lot!

Mr. Fulton: (standing, nodding his head) Let's meet tomorrow night at my house to discuss our plans.

6. Write the first draft of your skit using **Our Character Quest Production**. When you finish, have everyone in the group check the work to see that it is correct. Make any necessary additions or corrections before writing or typing your final copy.
7. With your teacher, decide on a rehearsal schedule and a performance date for your Character Quest Production. Invitations can be sent to classmates, family, and friends.
8. As a group, discuss what props, scenery, and/or costumes your skit needs. Determine what materials you need to create these. Determine who is responsible for each material/costume piece.

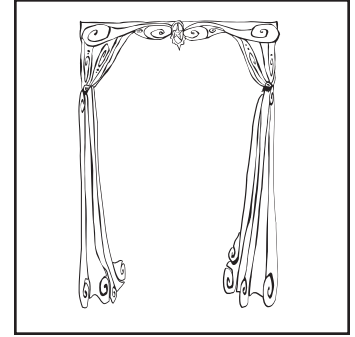
OUR CHARACTER QUEST PRODUCTION (1)

Group names: _____

Title of Skit: _____

List of Characters:

_____	_____	_____
_____	_____	_____



Story Sequence (by acts and scenes):

Follow the guidelines for script writing on **Character Quest Production Instructions**.

Remember to give stage directions to actors who move around the stage.

Ask your teacher how many acts you need to write.

ACT I _____

Scene I _____

OUR CHARACTER QUEST PRODUCTION (2)

ACT

Scene

ACT

Scene



Dear _____,

Our class has been learning
about Character Education and
good character traits.

On _____,
We will have a Character Quest
Productions Day at our school
to show what we have learned.
We would like you to attend.

Please come to Room #_____

At this time: _____.

We hope that you will enjoy our
Presentations.

Love,

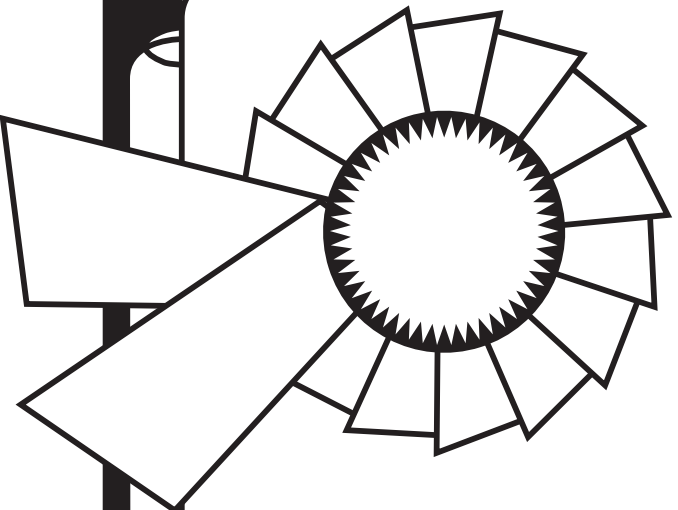
GOOD CHARACTER CERTIFICATE

This certificate is proudly presented to

*You have successfully completed Character Quest and
have learned about good character.
We hope that you will always remember to be
TRUSTWORTHY, RESPECTFUL, RESPONSIBLE,
FAIR, CARING, and a GOOD CITIZEN.*

Presented by

On the date of



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Comments: _____

Release Form for Photographic Images

To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

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Age of Student: _____ (print)

Parent or Guardian: _____ (print)

Signature: _____ Date: _____

Address:

Phone: _____

Interact

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310-839-2436

Your Name: _____

CHARACTER QUEST

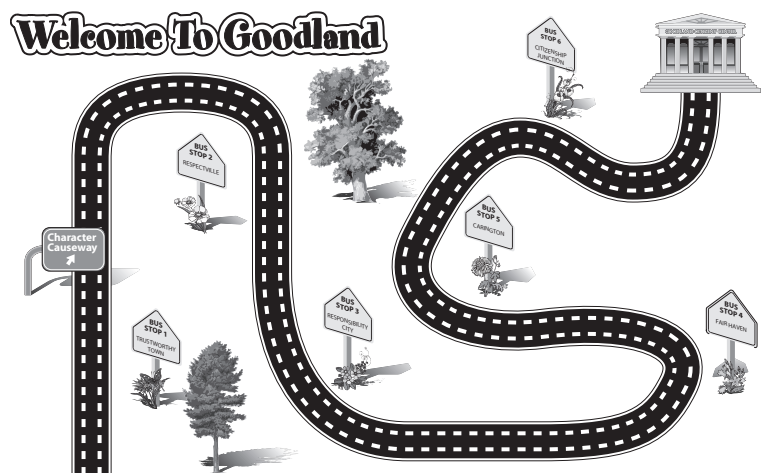
Dear Student,

You are about to begin an exciting and challenging journey through Goodland. It is a wonderful place where people get along with each other by being trustworthy and respectful of others, by accepting responsibility for their own actions, by being fair and caring, and by exhibiting qualities of good citizenship. Soon, you and three of your classmates will become "Bus Buddies." The four of you will hop on board your Goodland Express Bus for a fun-filled trip down Character Causeway.

You will visit six Bus Stops on your journey through Goodland. Your first stop is **Trustworthy Town**, followed by **Respectville**, **Responsibility City**, **Fair Haven**, **Carington**, and finally **Citizenship Junction**. At each Bus Stop there is an *Aesop's Fable* to read. The characters teach you some important lessons about good character. You will be challenged to think creatively and critically. Your travels will be filled with lively class discussions and a variety of Bus Buddies projects.

The Goodland Citizens' Center is your final destination. It is a beautiful building with six pillars. Each pillar represents one of the six good character traits you have studied. Inside, your Bus Buddies group will participate in a Character Quest Production. Following

these productions, you will take part in an award ceremony where you will receive a Good Character Certificate. Family, teachers, and friends will share the fun and excitement of the day with you.



STUDENT GUIDE

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 **Interact.**
Learn Through Experience

While you work with your Bus Buddies each of you will have a role. Each role has different jobs to help the group finish all the activities. When you arrive at a new Bus Stop, you and your Bus Buddies will rotate roles. You will work on each role twice. Your teacher will tell you which role you will begin with today.

Goodland Guide (Group Leader)

- Help your Bus Buddies work cooperatively.
 - Be a good role model (see **Bus Buddies Social Skills** on page 8).
 - Help your Bus Buddies when they are having trouble.
- **Sharing Time Discussions:** Share what you and your Bus Buddies learned about good character traits.
 - Look at the activities your Bus Buddies completed each day and ask:
 - ? What are one or two important things you learned today?
 - ? Has this happened to you or to anyone you know? What happened?
- At the next Bus Stop you will be the Road Recorder.

Road Recorder (Group Writer)

- Record work during group activities.
 - Write down the responses of your Bus Buddies.
 - Write clearly so that others can read your writing.
- At the next Bus Stop you will be the Goodland Go-fer.

Goodland Go-fer

- Pick up everything you and your Bus Buddies use.
- Put away everything you and your Bus Buddies use and leave a clean working area.
- At the next Bus Stop you will be the Travel Trustee.

Travel Trustee

- Read today's Bus Stop **Instructions** to your Bus Buddies.
- Complete the **Travel Checklist**.
- Move your group's **Bus** on classroom Map of Goodland.
- At the next Bus Stop you will be the Goodland Guide.



Working as Bus Buddies

You will work on *three* activities at each Bus Stop. You will complete Activity 1 and 2 by yourself. You will work together with your Bus Buddies on Activity 3.

- Activity 1
 - The Travel Trustee reads the **Instructions**. You begin work on Activity 1.
 - When you finish Activity 1, turn it in to the teacher and tell the Travel Trustee.
 - If other members of your group have not finished, you begin work on a **Travel Bonus**.
- Activity 2
 - When everyone in your group completes Activity 1, the Travel Trustee reads the **Instructions**. You begin work on Activity 2.
 - When you finish Activity 2, turn it in to the teacher and tell the Travel Trustee.
 - If other members of your group have not finished, you work on a **Travel Bonus**.
- Activity 3
 - When everyone in your group completes Activity 2, your Bus Buddies group works together on Activity 3.
 - If you finish before other groups, work on a **Travel Bonus** on your own or with your Bus Buddies.

BUS STOP #1: TRUSTWORTHY TOWN—A PERSON OF HONOR

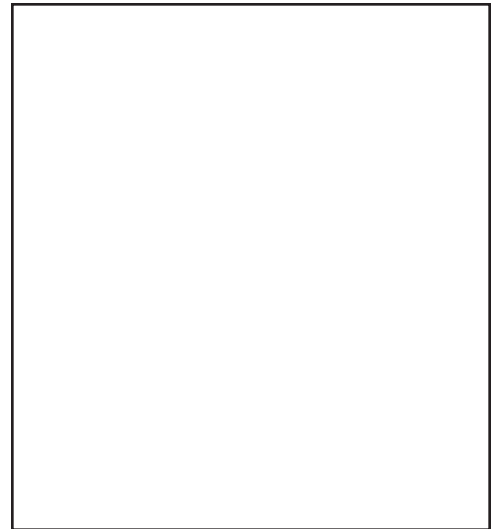
I choose: _____

How did the person show that he or she was trustworthy? Use reference books or the computer to find *five* facts about the person. Write those facts on the lines below. Find (or draw) a picture of this person.

1. _____
2. _____
3. _____
4. _____
5. _____

Now you are ready to write for the *Goodland Gazette*. Use your facts to write a feature article called “A Person Of Honor.” Place your facts in logical order. Be sure to add a good opening and closing sentence. Include the person’s picture with your article.

**The Goodland Gazette
A Person Of Honor**



BUS STOP #2: RESPECTVILLE—PUT YOURSELF IN THEIR SHOES

Directions

Learn to respect the rights, property, feelings, and traditions of others. Put yourself in another person's place. Think of how you would like to be treated in each of the following situations:

1. Lucy was flying a kite. It fell in Mrs. Brown's garden. Lucy trampled all over the flowers when she got her kite back.

- Put yourself in *Mrs. Brown's* shoes. How do you feel?

- Put yourself in *Lucy's* shoes. How do you feel?



2. Mike walked over to the playground. He wanted to shoot baskets. When he arrived, the playground director told him that the basketball court was closed for repairs. A "No Trespassing" sign was posted. He was angry and decided to sneak in anyway.

- Put yourself in the *playground director's* shoes. How do you feel?

- Put yourself in *Mike's* shoes. How do you feel?



3. Bobby was given the nickname "Blubber" by his classmate Tommy.

- Put yourself in *Bobby's* shoes. How do you feel?

- Put yourself in *Tommy's* shoes. How do you feel?



4. Think about Lucy, Mike, and Tommy. What would you say to that child to encourage him or her to have more respect for the other person in the story?

Lucy: _____

Mike: _____

Tommy: _____

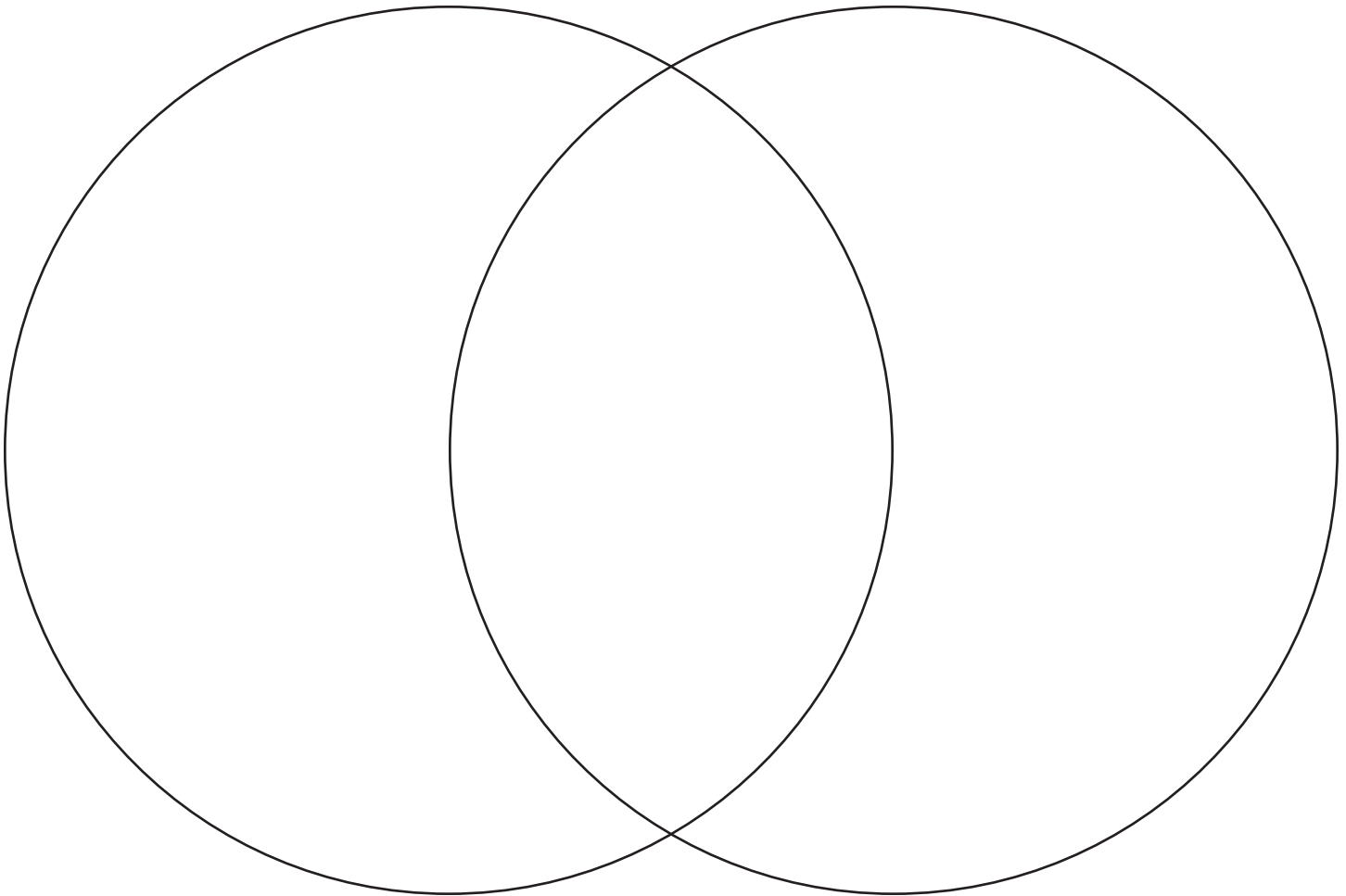
Directions

1. Your life is very busy. Think about your responsibilities—the things you do for yourself and for others, at home and at school. *Examples:* Do you brush your teeth everyday? Do you complete your school assignments carefully? Do you help your mother set the dinner table?
2. Use the Venn Diagram to organize your responsibilities. Write your responsibilities at home in the area on the left. Write your responsibilities at school in the area on the right. How many are the same? Write those in the middle section where the circles overlap.

HOME

BOTH

SCHOOL



Your responsibilities

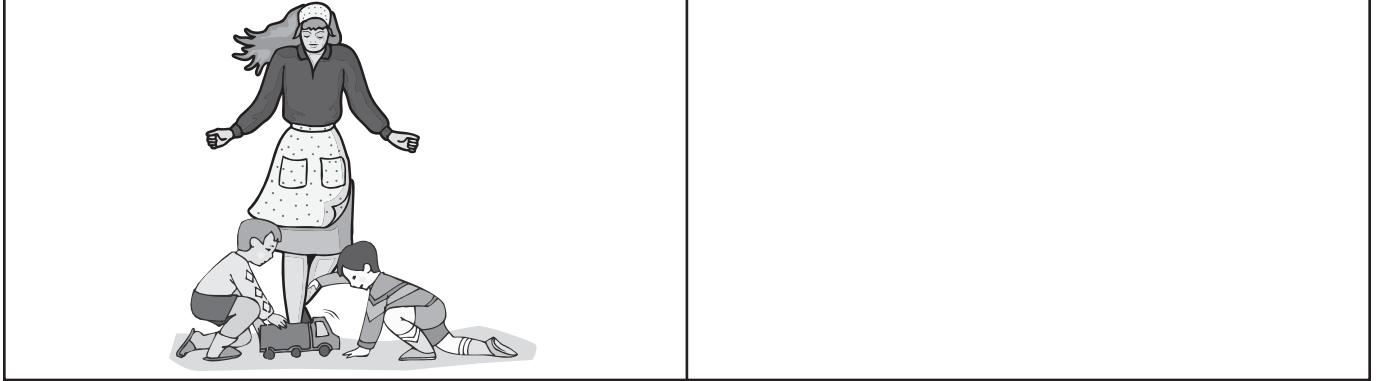
At home	Both at home and at school	At school

BUS STOP #4: FAIR HAVEN—LET'S BE FAIR

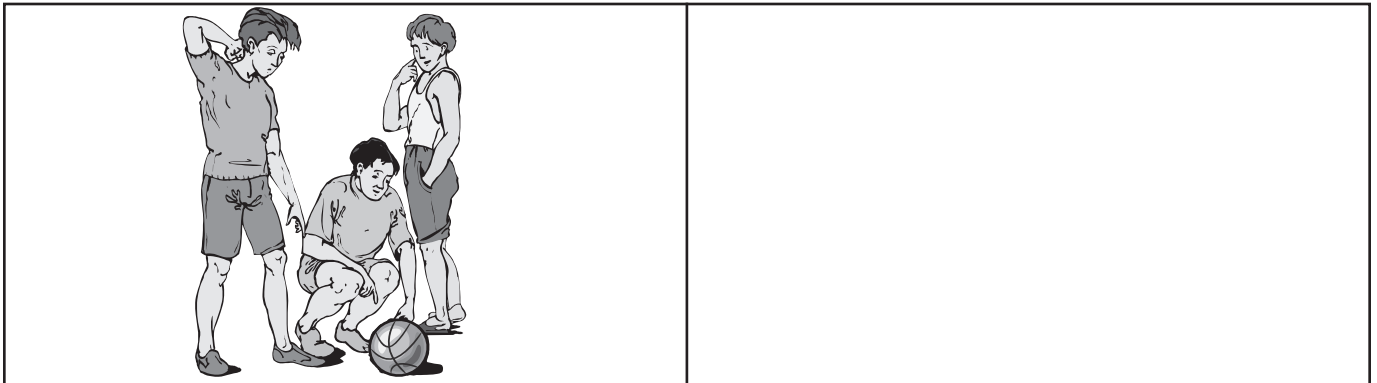
Directions

Read the story that explains the picture. Then draw a picture that shows a fair ending to each story.

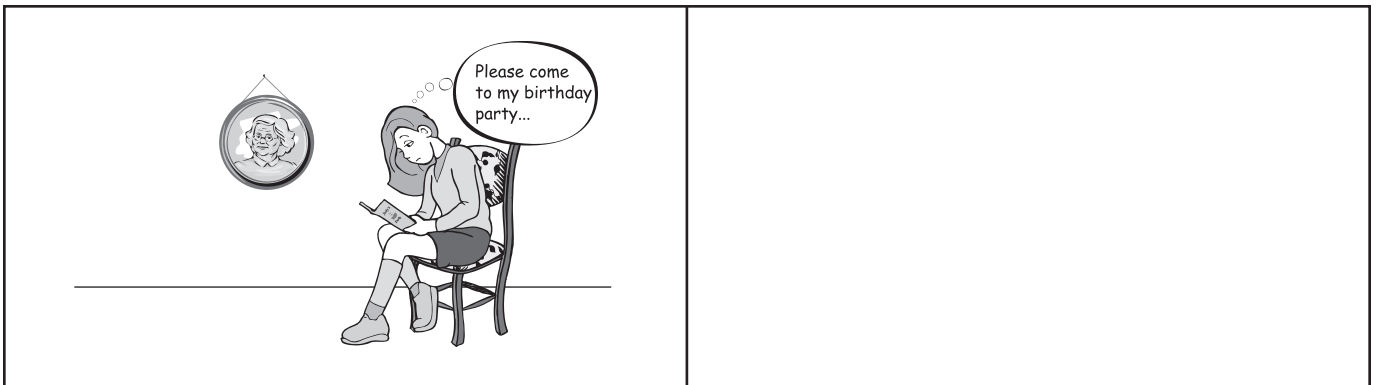
1. Carlos and Juan received a gift from their grandparents. They both wanted to play with the new remote controlled car. Their mother is upset with their fighting. What happens next?



2. Ryan's two friends play on different basketball teams. They each want him to join their team. Ryan looks puzzled. What happens next?



3. Brooke wants to go to Judy's birthday party. Her parents want her to visit her grandmother. Brooke seems sad. What happens next?

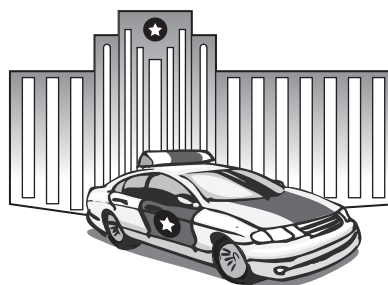


BUS STOP #5: CARINGTON—CARING NEIGHBORS

People live in communities. In communities you have many neighbors. These neighbors find many ways to show that they care for each other. Look at the pictures below. How do people who live and work in these buildings show they care? Write your answers under each picture.



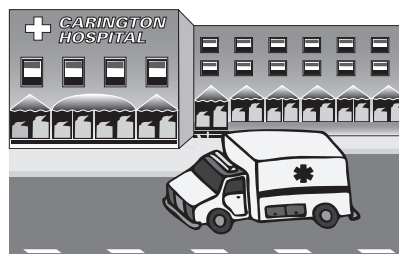
Fire station



Police station



Apartment building



Hospital



School

GOOD CHARACTER CHART

TRUSTWORTHINESS—A trustworthy person is honest, dependable, and can always be counted on to do what is right.

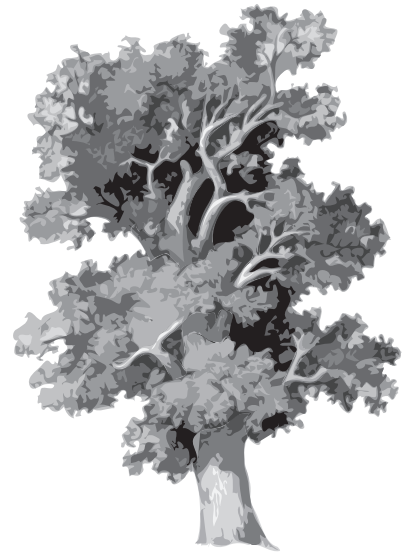
RESPECT—A respectful person shows consideration for others, values the rights and property of others, and is courteous and tolerant to all.

RESPONSIBILITY—A responsible person is dependable and accountable for his or her actions or decisions.

FAIRNESS—A fair person gives everyone an equal chance or share of something. A fair person always follows the rules and listens to different points of view before making a decision.

CARING—A caring person shows kindness to others, is considerate, helpful, concerned, and unselfish.

CITIZENSHIP—A good citizen helps to make the community a better place for all by following laws, volunteering to help with community projects, and aiding needy neighbors.



Bus Buddies Social Skills

- SPEAK QUIETLY
- THINK FOR YOURSELF
- RESPECT EACH OTHER'S OPINIONS
- COOPERATE
- TAKE TURNS
- OFFER HELP
- ENCOURAGE OTHER GROUP MEMBERS
- SHARE RESOURCES

