

CHARACTER

**A Cooperative Unit Using Literary Analysis to Reinforce
Character Education**

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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. 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 introduces participating students to some of these principles. The cooperation and group decision-making required in CHARACTER address Applied Learning standards.

11 Principles of Character Education

Principle 1. Character education promotes core ethical values as the basis of good character.

Principle 2. “Character” must be comprehensively defined to include thinking, feeling, and behavior.

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

Principle 4. The school must be a caring community.

California Applied Learning Standards

Standard 1: Students will understand how to solve problems through a project design process. Students will design a product, service, or system to meet an identified need.

Standard 2: Students will understand how to solve problems through planning and organization.

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

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students will understand the importance of teamwork. Students will work in teams to achieve objectives.

Standard 9: Students will understand personal skill development and its impact on their employability and success.

STANDARDS

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CHARACTER provides opportunities for students to study characterization of literary figures while introducing and strengthening character education concepts that are fundamental to successful human relations.

Knowledge

- Understanding definitions and aspects of character education

Skills

- Consider literary character behavior and relate it to real life
- Determine possible outcomes of fictional situations
- Decide on a personal belief system relating to character education

Attitudes

- Seeing behavior as a personal choice
- Recognizing the results of positive and negative behavior
- Realizing the individual role in establishing a peaceful environment

PURPOSE

OVERVIEW

OVERVIEW

CHARACTER includes five lessons and up to seven hours of instruction. Students work in cooperative groups and rotate role responsibilities. Literature response activities educate students about five core ethical values of character education: fairness, respect, responsibility, honesty, and caring. At the conclusion of the unit, students apply what they have learned about character attributes to recognizing the value of establishing and being a part of a caring community.

Each lesson begins with a story starter prompt.

In response to “Cyberella,” students consider whether the main character is treated with *fairness*. The lesson concludes with student-produced plans to share group work in a fair way.

“Monster Masks,” leads students to consider the characters’ attitudes and then discuss *respect* as it relates to accepting others’ differences. A picture selection activity provides a valuable lesson on looking beyond outward appearances.

After critical analysis of the story “The Package” students reflect on *responsible* choices. An optional Responsibility Road Hazard Course reinforces the consequences of unwise choices.

Students analyze choices made by the main character in “Oh What a Tangled Web We Weave...” and evaluate the *honesty* of her actions. They reflect on their own opportunities to make good choices and reinforce the lesson by creating a web of trust in the classroom.

“The Silver Garden” leads students to apply the lessons learned earlier as they discuss examples of *caring*. As an optional activity, students use information obtained in a gift exchange drawing to bestow gifts of caring on classmates.

Students write endings for each of the story starters in response to specific prompts that reinforce the various character education lessons.

Like all Interact units, CHARACTER 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.

SETUP DIRECTIONS

1. Before you Begin

Read this entire Teacher Guide. Decide how you will use CHARACTER in your classroom. Throughout the Teacher Guide, Interact employs certain editorial conventions to identify materials.

- a. In preparing materials, *Class set* means *one per student*.
- b. One *Day* on the **Unit Time Chart** is the length of a normal *class period*—50 minutes to one hour.
- c. All transparency masters and student handouts are listed by name using ALL CAPITAL LETTERS.
- d. Teacher reference pages are named in **Bold**.

2. Timing Options

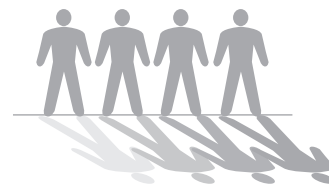
CHARACTER consists of five lessons on essential components of character and the creation of a caring community. Two of the lessons have optional one-day extensions. Study the **Unit Time Chart** and decide how this unit will fit into your curriculum.



Five–seven hours

3. Grouping Students

Students work in cooperative groups of four throughout the unit. They rotate roles every day, ensuring that each student has the opportunity to lead and facilitate discussions, and research and record information.



Cooperative Groups of Four

4. Materials

The lessons in CHARACTER require a minimum of extra materials. Gather these materials prior to beginning the unit.

- Catalogs and magazines (age-related) — *several per group*
- Dictionaries — *two per group*
- Glue — *class set*
- Index cards — *two per student*
- Lined paper — *daily, for both groups and individuals*
- Note cards — *five per student*
- Pocket folders — *one per group*
- Scissors — *class set*
- Stapler — *one per group*
- Yarn — *one ball per class*

Additional Materials for Optional Activities

- Arts and crafts supplies — *enough for students*
- Container (box, hat, etc.) — *one (to hold GIFT EXCHANGE INFORMATION forms for drawing)*
- Index cards — *five per student*

SETUP DIRECTIONS

5. Preparing Materials

a. Catalogs and Magazines

Request that students bring in old magazines, catalogs, and sales flyers to cut up during the Day 2 activity on *Respect*. The magazines should be age-appropriate for your students.

b. Arts and Crafts Supplies

Prior to Day 5 gather the following arts and crafts supplies in quantities sufficient for students. See the Daily Directions for specific information.

- Buttons
- Faux jewels
- Gift wrap
- Glitter
- Paint
- Paper
- Ribbon

6. Reproducible Masters

Make copies of the following masters in the quantity indicated in *Italics*.

- DEFINITIONS (cut apart) — *one to post (optional)*
- **Story Starters** (all) — *transparencies (optional)*
- ROLE RESPONSIBILITIES (four) — *one of each per group*
- COOPERATIVE GROUP WORK RULES — *one per group*
- STORY ENDING RUBRIC — *class set + one to post (optional)*
- STEREOTYPES — *one per group*
- DESCRIPTIVE WORDS AND PHRASES (cut apart) — *class set*
- RESPONSIBILITY — *one per group*
- RESPONSIBILITY ROAD SIGNS — *class set (optional)*
- HONESTY — *one per group*
- CARING COMMUNITY — *one per group*
- CARING COMMUNITY STAR — *class set*
- GIFT EXCHANGE INFORMATION — *class set (optional)*

8. Debriefing

Encourage student observations and conclusions in open class discussions.

- Prompts within the Daily Directions or on student handouts guide daily debriefing discussions about the lessons within each Story Starter.
- Daily writing assignments reinforce and allow students to apply the character education lessons of the unit.

9. Extensions

If your schedule allows, the two extension activities reinforce the basic character education lessons.

1. Individual and Group Assessments

CHARACTER provides ample opportunity to assess student learning.

- a. Individual Assessments
 - Responses to and participation in the activities
 - Responses to the Story Starter discussions
 - Story Starter endings
- b. Group Assessments
 - Responses to the activities
 - Cooperative accomplishments of daily tasks

2. Determine Assessment Standards

CHARACTER is designed for students from grades four to eight. Therefore, establish your own level of what “meets the standard” for your grade level.

- a. “Meeting the standard” on the daily activities has two parts, participation in class discussion, and participation in the actual activity.
- b. “Meeting the standard” on the written activity of completing the Story Starter prompts provides opportunity to assess student understanding. Either the students can incorporate the character lessons and devise a reasonable conclusion or they cannot.
- c. 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.

3. Performance Assessments

In addition to the class discussions and participation, CHARACTER includes opportunities for students to devise their own rules of behavior and definitions of concepts and then to observe/apply them. Post class-derived rules, definitions, and Story Starter endings throughout the unit.

- a. The COOPERATIVE GROUP WORK RULES provide an excellent guide to assess cooperative group learning using class-defined rules of behavior.
- b. Use the optional STORY ENDING RUBRIC to reinforce proper writing techniques (or devise your own to reflect local requirements).
- c. Evaluate students using the rubrics at least *twice*: after the first day and again mid-way through the unit. After the first evaluation, students generally attend to their tasks better and work to improve their rubric scores by the end of the unit.
- d. Individual students may strive to achieve a score of “4” using each of these rubrics.

4. 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, 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

Generally this rating describes 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 unit activities.

3 — Expected

Generally this rating describes 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

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

1 — Incomplete

Generally this rating describes 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.

5. Building a Caring Community within your Classroom

Heighten the awareness of your students and engage them in improving behaviors and values during and after this unit.

- a. Encourage students to monitor their own thinking, feelings, and behavior.
- b. Encourage students to share and be heard in a safe environment.
- c. Conduct weekly class meetings to discuss both positive and negative behaviors and experiences
 - Encourage compliments
 - Acknowledge cooperative accomplishments
 - Brainstorm solutions for negative experiences



Such proactive discussions will reinforce the first four Principles of Character Education.

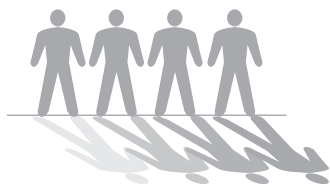
UNIT TIME CHART



DAY 1	DAY 2	DAY 3
Fairness <ul style="list-style-type: none"> • Cooperative Group Work Rules Activity • Cyberella Story Starter • ROLE RESPONSIBILITIES • COOPERATIVE GROUP WORK RULES • DEFINITIONS: Fair Person • STORY ENDING RUBRIC (optional) 	Respect <ul style="list-style-type: none"> • Stereotypes Activity • Monster Masks Story Starter • STEREOTYPES • DESCRIPTIVE WORDS AND PHRASES • DEFINITIONS: Respectful Person 	Responsibility <ul style="list-style-type: none"> • The Package Story Starter • RESPONSIBILITY • DEFINITIONS: Responsible Person
DAY 3 Extension	DAY 4	DAY 5
Responsibility <ul style="list-style-type: none"> • Responsibility Road Hazard Course Activity • RESPONSIBILITY ROAD SIGNS (optional) 	Honesty <ul style="list-style-type: none"> • Web of Trust Activity • Oh What a Tangled Web We Weave... Story Starter • HONESTY • DEFINITIONS: Honest Person 	Caring <ul style="list-style-type: none"> • The Silver Garden Story Starter • CARING COMMUNITY • CARING COMMUNITY STAR • DEFINITIONS: Caring Person
DAY 5 Extension		
Caring <ul style="list-style-type: none"> • Creating and Exchanging Gifts Activity • GIFT EXCHANGE INFORMATION 		

DAILY DIRECTIONS

DAY 1



Cooperative Groups of Four



Suggest that students store all handouts and any papers they complete during the day in these folders.

***Cyberella** introduces Principles 1 and 2 of the 11 Principles of Character Education. The goal is to engage your students to evaluate thinking, feeling, and behavior, first relating to the characters in the Story Starter, then relating to their own lives.*

Fairness

Objectives

- Introduce the unit
- Learn about *Fairness*
- Develop class Cooperative Group Work Rules

Materials

- **Cyberella** Story Starter — *teacher reference + transparency (optional)*
- ROLE RESPONSIBILITIES (four) — *one of each per group*
- COOPERATIVE GROUP WORK RULES — *one per group*
- STORY ENDING RUBRIC — *class set + one to post (optional)*
- DEFINITIONS: Fair Person — *one to post (optional)*
- Dictionaries — *two per group*
- Lined paper — *class set + one per group*
- Pocket folders — *one per group*
- Stapler — *one per group*

Procedure

1. Introduce the unit by explaining that students are about to explore core ethical values that help to build a humane, caring community within their classroom and their school.
2. Place students in their cooperative groups. Distribute a pocket folder and four ROLE RESPONSIBILITIES descriptions to each group. Read with the students, explaining how the cooperative groups will work and how students will rotate roles every day.
 - a. Assign student roles for Day 1 and have the students “sign in” by writing the number **1** under **Day**, and writing their own name under the **Group** role identification. Tell them that the **Character Lesson** for Day 1 is *Fairness*.
 - b. Answer any questions about procedures or expectations.
 - c. Roles rotate in the following manner:
Leader becomes **Facilitator**
Facilitator becomes **Researcher**
Researcher becomes **Recorder**
Recorder becomes **Leader**
3. Read the **Cyberella** Story Starter.

DAILY DIRECTIONS

DAY 1

4. Begin a class discussion. Include the following points:
 - a. Using clues from the story, how would you describe Sarah's character?
 - b. Do you think Sarah is being treated unfairly? Why or why not?
 - c. How might Sarah's teacher ensure that students are treated fairly for a group work assignment?
 - d. Do students have a responsibility to treat others fairly when they are assigned to complete group work?
5. Distribute one COOPERATIVE GROUP WORK RULES to each group. Read aloud as a class or within groups. Lead a discussion to ensure that students reflect upon the core ethical values (Principle 3) outlined on the handout. Either distribute lined paper to the students, or have students take out their own paper.
6. Tell the students that they have 10–15 minutes to complete the COOPERATIVE GROUP WORK RULES within their groups.
7. After 10–15 minutes (allow more time as necessary) call the groups together to begin a whole-class discussion of the final products of the groups. On the board or with an overhead projector, devise a set of cooperative group work rules that is acceptable to the entire class. If students need guidance, lead them to include some or all of these concepts in their rules:
 - Discuss and share responsibilities, making sure that each one of us is doing our part to complete our project
 - Share our ideas and accept without criticism others' ideas, contributions, and feelings
 - Reach decisions by consensus, and if everyone in the group does not like an idea, start over with a new plan
 - Take turns being the leader in the group so that each of us can learn leadership skills
 - Share in the responsibilities of gathering materials, writing down notes, and cleaning up
8. Read the following definition of a ***fair person***: *one who is cooperative, follows rules, takes responsibility for his or her own actions, and considers the point of view of others.* Post the definition of a Fair Person for students' reference.



By leading the discussion of the Story Starter on Day 1, you are modeling for students how to conduct such discussions for the remaining days of the unit. Guide your students to consider thinking, feeling, and behavior within their discussion.

Distribute dictionaries at this time or have students get their dictionaries while you distribute the handouts.

Suggest that the Facilitators assist the Researchers in completing their tasks today.



10–15 minutes

Devising a class set of cooperative group work rules is an excellent exercise in proactive consideration and application of core ethical values (Principle 3).

DAILY DIRECTIONS

DAY 1



10 minutes

For this first discussion, lead students to consider the points of view of the story protagonists—Sarah, Toni, another student, and the teacher. This will facilitate student success in composing endings to the story starter.

After today, use your discretion and knowledge of your students to determine whether story discussions will take place within their groups or as a class.

It is important that student story endings be shared and discussed with the class. Underscore the thinking, feeling, and behavior of characters. Emphasize how all story protagonists are impacted by the thoughts and actions of others.

9. Distribute the STORY ENDING RUBRIC and discuss. Begin a brief (5–10 minutes) discussion of the *Cyberella* Story Starter. Include the following points in the discussion:
 - a. The perspectives of the various protagonists.
 - b. The “character” of each protagonist, including thoughts, feelings, and actions.
 - c. What is valued about these and what is not?
 - d. How do these promote core the value of fairness?
 - e. What defines good character?
10. At the end of the discussion, tell students that they have 10 minutes in which to complete the Story Starter. Each student will write a different ending for the story:
 - a. The **Leader** writes the end of the story from Sarah’s point of view.
 - b. The **Facilitator** writes the end of the story from Toni’s point of view.
 - c. The **Researcher** writes the end of the story from the point of view of another student in Sarah’s study group.
 - d. The **Recorder** writes the end of the story from the teacher’s point of view.
11. If there is time, ask some students to share their story endings. If there is not time now, find another time for students to share their insights with each other. Collect the student folders with the story endings, the handouts, and any other papers. Post some stories for students’ reference.
11. Before the next class, print the class Cooperative Group Work Rules and post in a prominent place in the classroom.
12. Related Reading: *The Indian Cinderella*, retold by Cyrus Macmillan, *The Book of Virtues*, William J. Bennett, Simon and Schuster, 1993.

Respect

Objectives

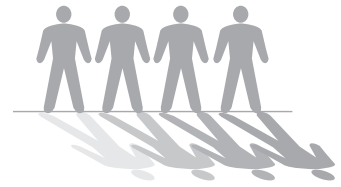
- Learn about *Respect*

Materials

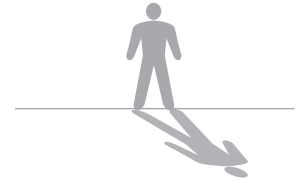
- **Monster Masks** Story Starter — *teacher reference + transparency*
- STEREOTYPES — *one per group*
- DEFINITIONS: Respectful Person — *one to post (optional)*
- DESCRIPTIVE WORDS AND PHRASES (cut apart) — *class set*
- Catalogs and old magazines — *enough for students*
- Dictionaries — *two per group*
- Glue — *class set*
- Index cards — *two per student*
- Lined paper — *class set + one per group*
- Scissors — *class set*
- Stapler — *one per group*

Procedure

1. Point out the class Cooperative Group Work Rules posted in the classroom. Remind students that everyone in the class participated in setting these rules. Tell them that the rules are in effect today, throughout the CHARACTER unit, and that you will expect them to honor the rules even after the conclusion of the unit.
2. Read the **Monster Masks** Story Starter.
3. Move students into their groups and distribute the group folders. Remind students to switch roles and ‘sign in’ on their role sheet for today, filling in the Day, the lesson, and their names. Distribute STEREOTYPES and have the students discuss the handout within their groups. Allow 10–15 minutes for the groups to work.
4. Tell the students that they have five minutes to discuss the *Monster Masks* story. At the end of five minutes, students will have 10 minutes in which to complete the story starter. Each student will write a different ending for the story:
Option 1: Daniel is treated kindly at the party.
 - a. The **Leader** writes from Daniel’s point of view.
 - b. The **Facilitator** writes from Lindsey’s point of view.Option 2: Daniel is treated cruelly at the party.
 - a. The **Researcher** writes from Daniel’s point of view.
 - b. The **Recorder** writes from Lindsey’s point of view.



Cooperative Groups of Four



Individuals

See **Setup Directions #5, Preparing Materials** on page 4 for more information about the catalogs.



Roles switch:

Leader to Facilitator to

Researcher to Recorder to Leader

DAILY DIRECTIONS

DAY 2



10 minutes



Remind students to write a brief paragraph. Advise them that they must write neatly to enable others to read their character description.

Keep the picture cards in a separate stack from the description cards.

5. Read the following definition of a **respectful person**: *one who accepts differences, values others for their unique qualities, and is mannerly and considerate of the feelings of others*. Compare this to definitions devised by the students. Begin a class discussion of respect. Consider including the following points:
 - a. Why is it difficult for people to be respectful?
 - b. What benefits are there to being respectful—for self, for others, for the community, for society as a whole?
 - c. What social factors can interfere with one person's ability to be respectful of others?
 - d. How does peer pressure help or hinder individual actions?Post several definitions of a respectful person for students' reference.
6. Distribute the old magazines and catalogs, glue, index cards, and scissors.
 - a. Tell students they have five minutes to complete this next activity.
 - b. Instruct students to choose a picture of a person to cut out and glue to one of the index cards. The person should be close in age to the students, but can be either male or female.
 - c. Collect the cards.
7. Distribute DESCRIPTIVE WORDS AND PHRASES.
 - a. Tell all **Leaders** and **Facilitators** to use words from this list to write a positive paragraph description of a personality on their remaining index card.
 - b. Tell all **Researchers** and **Recorders** to use words from this list to write a negative paragraph description of a personality on their remaining index card.
 - c. Allow 5–10 minutes, then collect the cards.
8. Tell students that they will now use the picture cards to select individuals to fill certain roles in their lives.

Procedure

 - a. Place the picture cards face up, one on each desktop.
 - b. Place a description card underneath each picture card.
 - c. Students walk around the room, look at the pictures, and select persons to fill certain roles in their lives.
(Tell students not to look at the description cards underneath the pictures at this time.)
 - d. After making their decision based solely on the picture, the students will read the personality description underneath.

DAILY DIRECTIONS

DAY 2

Scoring

- a. Score five points for a picture that has a positive description.
- b. Score zero points for a picture that has a negative description.
- c. Students keep their own scores.

Rounds

- Round 1: Choose a friend
Round 2: Choose a lab partner
Round 3: Choose a class president
Round 4: Choose a confidant
Round 5: Choose a family member

9. Begin a class discussion. Include some or all of the following:
 - a. Was the game of chance that we just played similar to the way we choose others to fill important roles in our real lives?
 - b. How is the game different from real life?
 - c. Why do we sometimes judge others on outward appearances?
 - d. Are appearances a good indication of what a person is like?
 - e. Is it easy or difficult to make an accurate judgement of character just based on physical appearance?
 - f. Why is it sometimes difficult to focus on a person's character rather than on surface-type qualities—looks, clothing, etc.?
10. If there is time, ask some students to share their story endings. If there is not time now, find another time for students to share their insights with each other. Collect the student folders with the story endings, the handouts, and any other papers. Post some stories for students' reference.
11. Related Reading: *Beauty and the Beast*, The Book of Virtues, William J. Bennett, Simon and Schuster, 1993.



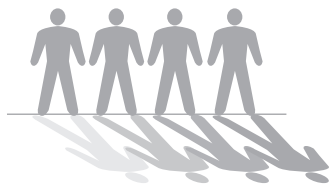
Prizes for points are optional and could include candy, bonus points, etc.

Collect, shuffle, and redistribute the description cards after each round.

It is important that student story endings be shared and discussed with the class. Underscore the thinking, feeling, and behavior of characters. Focus on core values of good character. Emphasize how all story protagonists are impacted by the thoughts and actions of others.

DAILY DIRECTIONS

DAY 3



Cooperative Groups of Four



10 minutes

Roles switch:

Leader to Facilitator to

Researcher to Recorder to Leader



10 minutes

Responsibility

Objectives

- Learn about *Responsibility*

Materials

- **The Package** Story Starter — *teacher reference + transparency (optional)*
- RESPONSIBILITY — *one per group*
- DEFINITIONS: Responsible Person — *one to post (optional)*
- Dictionaries — *two per group*
- Lined paper — *class set + one per group*
- Stapler — *one per group*

Procedure

1. Read **The Package** Story Starter.
2. Move students into their groups and distribute the group folders. Remind students to switch roles and ‘sign in’ on their role sheet for today. Distribute RESPONSIBILITY and tell students they have 10 minutes to complete.
3. Call students back together.
4. Read the following description of a **responsible person**: *one whose self-disciplined actions are carried out to fulfill obligations with respect to consequences, accountability, and excellence*. Compare this definition with those devised by the students. Post several definitions for students’ reference.
5. Divide the class down the middle, with students still in their groups. Half the class will discuss Option 1 (at the end of the story Miller delivers the package on time); the other half will discuss Option 2 (at the end of the story Miller does not deliver the package on time). Allow 5–10 minutes for discussion then have students individually write endings to the story.
Option 1: Miller makes the delivery.
 - a. The **Leader** writes from Miller’s point of view.
 - b. The **Facilitator** writes from Grandmother’s point of view.
 - c. The **Researcher** writes from Miller’s mother’s point of view.
 - d. The **Recorder** writes from Carl or Charlie’s point of view.Option 2: Miller fails to make the delivery.
 - a. The **Leader** writes from Miller’s point of view.
 - b. The **Facilitator** writes from Grandmother’s point of view.
 - c. The **Researcher** writes from Miller’s mother’s point of view.
 - d. The **Recorder** writes from Carl or Charlie’s point of view.

DAILY DIRECTIONS

DAY 3

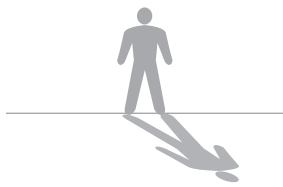
6. If there is time, ask some students to share their story endings. If there is not time now, find another time for students to share their insights with each other. Collect the student folders with the story endings, the handouts, and any other papers. Post some story endings for students' reference.
7. Related Reading: *The Road Not Taken*, by Robert Frost, The Book of Virtues, William J. Bennett, Simon and Schuster, 1993.



It is important that student story endings be shared and discussed with the class. Underscore the thinking, feeling, and behavior of characters. Focus on core values of good character. Emphasize how all story protagonists are impacted by the thoughts and actions of others.

DAILY DIRECTIONS

DAY 3 EXTENSION



Individuals



10 minutes

Remind students to consider intangible qualities in their definitions of rewards, and not to focus solely on money, wealth, or power.



If your classroom has rows of desks, students can progress up one row and down the next. If students are at grouped tables, they can circle one set of tables, then progress to the next, etc. Any established order will not necessarily change the outcome of the games since it is primarily random, but it will prevent the confusion of some students going one direction while others go a different direction.

Responsibility Road (Optional)

Objectives

- Learn consequences of responsible and irresponsible decisions

Materials

- RESPONSIBILITY ROAD SIGNS — *class set*
- Glue — *one container per group (minimum)*
- Index cards — *five per student*
- Scissors — *class set*

Procedure

1. Have students move into their groups. Students do **not** rotate roles for the Responsibility Road Hazard Course. Distribute the RESPONSIBILITY ROAD SIGNS. Read the directions aloud with your students.
 - a. Within their groups encourage students to brainstorm different possible answers for the blanks.
 - b. Each student will complete his or her own paper.
2. Distribute the scissors, glue, and index cards.
 - a. After completing their RESPONSIBILITY ROAD SIGNS students cut them apart and glue the sections to the index cards.
 - b. Collect the *Finish Line* cards from the students and place face down on a table in one corner of the room. Designate this area as the *Responsibility Roost*.
3. Describe for students the *Responsibility Road Hazard Course* that you have planned out for your classroom.
 - a. There will be 10 rounds.
 - b. Students attempt to move through the entire *Responsibility Road Hazard Course* and return to their starting point.
 - c. Those who succeed in returning to where they started within the 10 rounds will move to *Responsibility Roost* for their *Finish Line* rewards.
4. Collect the *Roadblock*, *Speed Limit*, and *Cruisin'* cards and shuffle together. Place four cards face down on each desktop.
5. Tell students that you will call out Round 1, Round 2, etc., when all students have moved to their new destinations as directed on the cards they turn over. This will minimize confusion. Only the *Cruisin'* card allows students to move forward. All other cards interfere with their progress around the course.

6. Explain the rules for the *Responsibility Road Hazard Course*:

Cruisin' card — Move Forward Three Places

Round 1

Step 1 Turn over the top card and read the instructions.

Step 2 Place the card on the bottom of the stack. Move as directed.

Round 2

Step 1 At your new destination, turn over the top card and read the instructions.

Step 2 Place the card on the bottom of the stack. Move as directed.

Round 3 +

Continue to the end of the Course.

Speed Limit card — Miss a Turn.

Round 1

Step 1 Turn over the top card and read the instructions.

Step 2 Place the card on the bottom of the stack. Stay at the desk until another student arrives.

Round 2

Step 1 The newly arrived student draws the top card and reads the instructions.

Step 2 Place the card on the bottom of the stack. Move as directed.

Step 3 The stuck student draws the new top card and reads the instructions.

Step 4 Place the card on the bottom of the stack. Move as directed.

Round 3+

Continue to the end of the Course.

Roadblock card — Go Back to Start.

Round 1

Step 1 Turn over the top card and read the instructions.

Step 2 Place the card on the bottom of the stack. Return to home desk.

Round 2

Step 1 Turn over the top card, read the instructions

Step 2 Place the card on the bottom of the stack. Move as directed.

Round 3+

Continue to the end of the Course.

“Bunching up”

- Several students may end up on the same desk.
- They turn over the cards in the order that they arrive.

7. Debrief the game by asking students about how the actions on the cards prevented them from finishing or enabled them to finish the course.



Many students will finish, but not all—maybe not even 50%. Some students may not even get to leave their home desk.

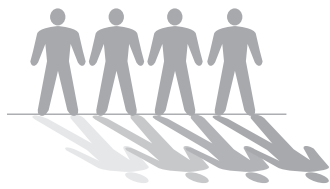


A student's unsuccessful attempts to finish, or even leave a desk, will be directly related to irresponsible actions on the cards.

The frustrating situations of cycling back and forth add to the class discussion.

DAILY DIRECTIONS

DAY 4



Cooperative Groups of Four



10 minutes

Roles switch:

Leader to Facilitator to
Researcher to Recorder to Leader



10 minutes

It is important that student story endings be shared and discussed with the class. Underscore the thinking, feeling, and behavior of characters. Focus on core values of good character. Emphasize how all story protagonists are impacted by the thoughts and actions of others.

Honesty

Objectives

- Learn about honesty

Materials

- **Oh What a Tangled Web We Weave...** Story Starter — *teacher reference + transparency (optional)*
- HONESTY — *one per group*
- DEFINITIONS: Honest Person — *one to post (optional)*
- Dictionaries — *two per group*
- Lined paper — *class set + one per group*
- Stapler — *one per group*
- Yarn — *one ball*

Procedure

1. Read **Oh What a Tangled Web We Weave...** Story Starter.
2. Move students into their groups and distribute the group folders. Remind students to switch roles and ‘sign in’ on their role sheet for today. Distribute HONESTY and tell students they have 10 minutes to complete.
3. Read the following definition of an ***honest person***: *one who is loyal, trustworthy, and reliable and has the ability to choose right over wrong even when the consequences may be personally undesirable.* Compare this definition with those devised by the students. Post several definitions for students’ reference.
4. Tell the students that within their groups they have five minutes to discuss **Oh What a Tangled Web We Weave...** At the end of five minutes, students will have 10 minutes in which to complete the Story Starter.. Each student will write a different ending for the story:
 - a. The **Leader** writes from Amanda’s point of view.
 - b. The **Facilitator** writes from Miriam’s point of view.
 - c. The **Researcher** writes from Tom’s point of view.
 - d. The **Recorder** writes from Zeke’s point of view.
5. If there is time, ask some students to share their story endings. If there is not time now, find another time for students to share their insights with each other. Collect the student folders with the story endings, the handouts, and any other papers. Post some story endings for students’ reference.

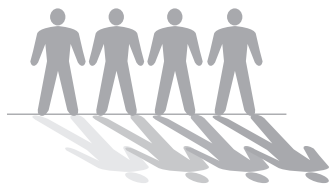
6. With students still in their groups, have them brainstorm times when they personally experienced complicated situations where they had to make difficult choices. Depending on the level of trust now existing in your classroom, have the students tell what their choices were and the results of their choices. Allow 5–7 minutes.
7. **Option:** If your students are unlikely to share their personal decisions in class, have the students write about their experiences. Use these as anonymous discussion prompts on another day.
8. Call the class back together. Have all students sit in a circle, either on chairs or on the floor.
 - a. Give one student the ball of yarn.
 - b. Have him or her identify a situation where he/she has personally had to make a difficult choice.
 - c. As the student names this situation, he or she holds onto one end of the yarn and tosses the ball to another student.
 - d. That student names a time when he/she has personally had to make a difficult choice, then tosses the yarn ball to another student.
 - e. Continue until each student has had the yarn at least once.
 - f. Conclude with the last student throwing the yarn back to the beginning person after stating an example of a difficult choice.
8. Point out how complicated situations and decisions weave people's lives together just as the yarn ball weaves a pattern in class.
9. Related Reading: *Penelope's Web*, *The Book of Virtues*, William J. Bennett, Simon and Schuster, 1993.



The brainstorming will help the next activity to go more smoothly.

DAILY DIRECTIONS

DAY 5



Cooperative Groups of Four



10 minutes



10 minutes

Caring

Objectives

- Learn about caring
- Learn about appreciation

Materials

- **The Silver Garden** Story Starter — *teacher reference*
- CARING COMMUNITY — *one per group*
- CARING COMMUNITY STAR — *class set*
- DEFINITIONS: Caring Community — *one to post (optional)*
- Dictionaries — *two per group*
- Lined paper — *class set + one per group*
- Stapler — *one per group*

Procedure

1. Read **The Silver Garden** Story Starter.
2. Move students into their groups and distribute the group folders. Remind students to switch roles and “sign in” on their role sheet for today. Distribute one CARING COMMUNITY and the CARING COMMUNITY STARS to each group. Allow students 10–15 minutes to discuss. Call students back together as a class.
3. Write several student-created *Caring Community* definitions on the board and come up with a definition that is acceptable to the entire class. Copy and post that definition in a prominent place as a reminder to students that they can create a caring community within their own classroom and school (Principle 4).
4. Read the following definition of a **Caring Community**: *one where all members are treated with fairness, kindness, and respect, and where all members take care to help those in need.* Compare the definition with that devised by the students.
5. Tell the students that within their groups they have five minutes to discuss the *Silver Garden* story. At the end of five minutes, students will have 10 minutes in which to complete the story starter. Each student will write a different ending for the story:
 - a. The **Leader** writes from Casey’s point of view.
 - b. The **Facilitator** writes from Casey’s father’s point of view.
 - c. The **Researcher** writes from the point of view of the person who greets Casey at the senior center.
 - d. The **Recorder** writes from Mrs. Bernstein’s point of view.

DAILY DIRECTIONS

DAY 5

6. If there is time, ask some students to share their story endings. If there is not time now, find another time for students to share their insights with each other. Collect the story endings, handouts, and any other papers. Post some story endings for students' reference. Collect the student folders with the story endings, the handouts, and any other papers. Post some story endings for students' reference.
7. Related Reading: *The Gift of the Magi* by O. Henry, The Book of Virtues, William J. Bennett, Simon and Schuster, 1993.



During the discussion emphasize the good character core values of fairness, respect, responsibility, honesty, and caring. Reinforce the core values from previous days, while focusing on the thoughts, feelings, and behavior of each perspective/person.

DAILY DIRECTIONS

DAY 5 EXTENSION



5–10 minutes



Have students show you their gift ideas when they are finished, and before sharing with other students. Sometimes students can be insensitive without realizing it.

Creating and Exchanging Gifts (optional)

Materials

- GIFT EXCHANGE INFORMATION — *class set*
- Arts and crafts supplies — *enough for students (see **Setup Directions #5, Preparing Materials** on page 4)*
- Container (box, hat, etc.) — *one (to hold GIFT EXCHANGE INFORMATION forms for drawing)*

1. Distribute the GIFT EXCHANGE INFORMATION forms. Tell students they have 5–10 minutes to complete. Remind them to write their names on their papers. Have students fold the completed papers.
2. Collect the completed GIFT EXCHANGE INFORMATION forms and put in a container. Have each student draw for a “gift exchange.” If a student receives his/her own, have that person draw again.
3. Instruct students to use the GIFT EXCHANGE INFORMATION form to decide on a “perfect gift” to give the person whose name they drew.
 - a. Since the gifts are imaginary, they can be anything—concrete or abstract.
 - b. Students are limited only by their imaginations.
 - c. Students show their gift ideas to the teacher before preparing the gifts for delivery.
4. After you approve of the gift idea, students prepare their gifts for their designated recipient.
 - a. Students write down the gift that they would like to give.
 - b. Using the arts and crafts materials, students wrap or decorate the gift papers.
 - c. This can be as elaborate or simple as time allows.
5. Allow time for a gift exchange. If possible, let students “show and tell” the gifts they received.
6. Conclude the activity by discussing the importance of acknowledging the thoughtfulness of others. Discuss what core values of good character are reinforced through a thank-you note. Have students write thank you notes to their classmates for the gifts. This can be done in class or as a homework assignment as time allows.

DEFINITIONS



Fairness

A fair person: one who is cooperative, follows rules, takes responsibility for his or her own actions, and considers the point of view of others.

Respect

A respectful person: one who accepts differences, values others for their unique qualities, and is mannerly and considerate of the feelings of others.

Responsibility

A responsible person: one whose self-disciplined actions are carried out to fulfill obligations with respect to consequences, accountability, and excellence.

Honesty

An honest person: one who is loyal, trustworthy, and reliable and has the ability to choose right over wrong even when the consequences may be personally undesirable.

Caring

A caring community: one where all members are treated with fairness, kindness, and respect, and where all members take care to help those in need.

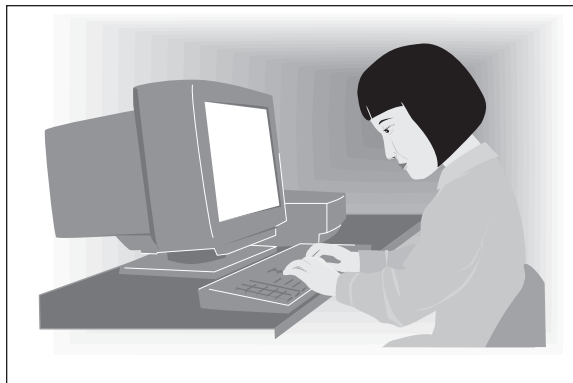


CYBERELLA STORY STARTER

FAIRNESS

“Miss computer geek,” “web wowzer,” “keyboard queen,” “dot-com-dodo.” Sarah looked in the mirror mockingly at the reflection staring back.

“Type the report, Sarah. Do the research, Sarah.” Every group, every classmate thought of her as their own personal *Cyberella*. This social studies group was the worst. A six-week project on modern royalty had turned into pure drudgery. All the mice in a dungeon and ten fairy godmothers couldn’t get her out of this one. Each night Sarah was left with one mouse, a keyboard, and a computer screen.



Blinking back the tears, Sarah took her place at the desk. As she tried to focus on the blue screen, she recalled how Toni let her know she would not be going to the movies with the group. Sarah had been sure she would be invited this time. After all, she had volunteered to do a bonus report in addition to all the other research the group had “delegated” to her. Toni knew how much Sarah was looking forward to the outing. She even mentioned it twice while suggesting that Sarah “be in charge of research.”

Now, Sarah recalled how cruel Toni was as she discussed the outing with the rest of the group. “I’m so sorry that Sarah won’t be joining us. She is in charge of research and the research report for our project is due on Monday.”

Realizing that time was flying by, Sarah began an advanced search on her computer on royalty. She typed *royalty and 21st Century and social functions and transportation and attire*. Then, with a click of the mouse, a most extraordinary thing happened.

ROLE RESPONSIBILITIES LEADER



1. Receive the handout for the Day.
2. Lead a group discussion based on the instructions on the handout for the Day.
3. Keep the discussion focused on the specific questions or topics for the Day.
4. Include all group members in any group discussion.
5. Give the handout for the Day to the Recorder when necessary.
6. At the end of the day, collect all papers from group members, staple them together, and hand them in.

Day	Character Lesson	Group Leader
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

All group members

1. Complete your assigned tasks as they are described on the handout for the Day.
2. Write any definitions and compositions on the same piece of paper.
3. Write your name on your paper.
4. Every day switch roles.

Role Rotation Changes

Leader becomes Facilitator
Researcher becomes Recorder

Facilitator becomes Researcher
Recorder becomes Leader



ROLE RESPONSIBILITIES RECORDER

1. Write down any definitions on a separate piece of paper as directed on the handout for the Day.
2. Write down ideas suggested by group members as instructed on the handout for the Day.
 - a. Sometimes you will write ideas on a separate piece of paper.
 - b. Sometimes you will write ideas on the handout for the Day.
3. Hand in the definition(s) with the handout for the Day.

Day	Character Lesson	Group Recorder
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

All group members

1. Complete your assigned tasks as they are described on the handout for the day.
2. Write any definitions and compositions on the same piece of paper.
3. Write your name on your paper.
4. Every day switch roles.

Role Rotation Changes

Leader becomes Facilitator
Researcher becomes Recorder

Facilitator becomes Researcher
Recorder becomes Leader

ROLE RESPONSIBILITIES RESEARCHER



1. Use the dictionary to research the meaning of the word (sometimes there are two or more words) for the Day.
2. Look up the meaning of any new or unfamiliar words or ideas that come up in group discussions.
3. Ensure that every member of your group understands definitions and ideas that are a part of your group discussion.
4. Ensure that every member of your group understands the results of your group discussions

Day	Character Lesson	Group Researcher
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

All group members

1. Complete your assigned tasks as they are described on the handout for the day.
2. Write any definitions and compositions on the same piece of paper.
3. Write your name on your paper.
4. Every day switch roles.

Role Rotation Changes

Leader becomes Facilitator
Researcher becomes Recorder

Facilitator becomes Researcher
Recorder becomes Leader



ROLE RESPONSIBILITIES FACILITATOR

1. Pay attention to every group discussion.
2. Listen for all suggestions by members of the group.
3. Help ensure that every group member is heard and that every suggestion is recorded.
4. Ensure that every member of the group participates in reaching a decision.
5. Help any other group member complete his or her assigned tasks.

Day	Character Lesson	Group Facilitator
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

All group members

1. Complete your assigned tasks as they are described on the handout for the day.
2. Write any definitions and compositions on the same piece of paper.
3. Write your name on your paper.
4. Every day switch roles.

Role Rotation Changes

Leader becomes Facilitator
Researcher becomes Recorder

Facilitator becomes Researcher
Recorder becomes Leader

COOPERATIVE GROUP WORK RULES



Successful cooperative group work depends on every member of the group following the same rules.

Facilitator

1. Ensure that every group member is heard and that every suggestion is recorded.

Researcher

2. Look up the four values (*fairness*, *respect*, *responsibility*, and *honesty*) and read their definitions to your group members.
3. All members of your group write down at least one definition of each value.

Leader

4. Lead a group discussion to brainstorm possible rules for cooperative group work.

Recorder

5. Write the ideas and rules suggested by group members on a separate piece of paper.

Leader

6. Lead a group discussion of the ideas written down by your Recorder. Guide your group to develop cooperative group work rules acceptable to every member of your group.
7. Come up with at least two rules, but not more than four rules for each value.

Recorder

8. Write your group's final four rules below:

Our rule about fairness

Our rule about respect

Our rule about responsibility

Our rule about honesty

Share your rules with the rest of the class and together develop a set of Cooperative Group Work Rules that is acceptable to the entire class.



STORY ENDING RUBRIC

4 — Exceeds the Standard — *Exemplary*

- Your story ending demonstrates a thorough, well-developed understanding of the character education concepts addressed.
- You use ample details to clearly support statements and/or positions.
- You consistently use proper mechanics—paragraph form, sentence structure, grammar, punctuation, spelling, and capitalization.

3 — Meets the Standard with Quality — *Expected*

- Your story ending demonstrates a general, adequately-developed understanding of character education concepts addressed.
- You use some details to support statements and/or positions.
- You use proper mechanics—paragraph form, sentence structure, grammar, punctuation, spelling, and capitalization.

2 — Inconsistently Meets the Standard — *Nearly There*

- Your story ending demonstrates a limited, partially-developed understanding of character education concepts addressed.
- You used few details to support statements and/or positions.
- You sometimes use proper mechanics—paragraph form, sentence structure, grammar, punctuation, spelling, and capitalization.

1 — Has not Met the Standard — *Incomplete*

- Your story ending demonstrates a minimal, undeveloped understanding of character education concepts addressed.
- You used no details to support statements and/or positions.
- You do not use proper mechanics—paragraph form, sentence structure, grammar, punctuation, spelling, and capitalization.



RESPECT

Most students at Jackson Middle School loved lunch period. Daniel, however, dreaded it. This was the time of day when it became obvious that Daniel had no friends. Today it was even more evident than ever. The buzz at the next table was about the big costume party on Saturday. Lindsey, the party hostess, had so many friends around her; she never stopped talking long enough to eat her lunch. Daniel felt a rush of excitement as he heard Lindsey call his name. A sudden hush came over the lunchroom.



“I would love for you to come to my party, Daniel.” Lindsey sounded so sincere. Daniel smiled back at her. The look of compassion and her pleasant expression made his heart lift with joy.

Just as he tried to answer, Jacob and Cody interrupted. “Yeah, come to the party Daniel. With that face of yours, you won’t even need to wear a mask.” Their words echoed in his ears as he trudged home. Tears welled in his eyes as he recalled the laughter that followed.

Daniel knew he wasn’t the best looking boy at school. He was “blessed” with a prominent nose and an extra chin. He didn’t exactly fit the “look” that so many others tried so hard to achieve. But given the chance, Daniel also knew he would make a great friend. He was loyal, and caring, and fun. Why couldn’t the other kids see this?

“Because they are wearing monster masks,” his grandpa told him. “They cannot see you for who you really are because they are afraid to show who they really are. And by teasing you, they think it will keep them from being teased.”

Daniel didn’t fully understand his grandpa’s explanation, but he was sure of one thing that Gramps had said. He needed more confidence. Going to this party was a big step.

Daniel’s hand shook as he reached to ring the bell at Lindsey’s door. And then he waited—waited to reveal what a great friend he could really be.



STEREOTYPES

Facilitator

1. Ensure that every group member is heard and that every suggestion is recorded.

Leader

2. Lead a group discussion of the following questions.
 - a. Give an example of respect from the story.
 - b. Do you agree with Gramps' explanation of why some students tease others? Why or why not?
 - c. Discuss how difficult it might be to stand up against this kind of teasing at your school.

Researcher

3. Look up the words **respect** and **stereotype** in the dictionary and read them to your group.
4. All members of your group write down at least one definition of each word.

Leader

5. Lead a group discussion about what the dictionary definitions mean.
6. Come up with a definition of a **respectful person** using words from your group members. All group members must agree with the definition.

Recorder

7. Write your group's definition of a **respectful person** here:

Leader

8. Lead a group discussion to answer this question:
How do we “win” when we judge others on inner qualities, and how do we “lose” by judging on outward appearances?

Recorder

9. Write down some of your group's ideas:

Write more ideas on another sheet of paper if necessary.

DESCRIPTIVE WORDS AND PHRASES



DESCRIPTIVE WORDS AND PHRASES

Positive

Impartial
Outgoing
Caring
Fair
Good sense of humor
Dedicated
Friendly
Leader
Truthful
Loyal
Mannerly
Disciplined
Compassionate
Forgiving
Cooperative
Tolerant
Rational
Accepting
Charitable

Kind
Responsible
Trustworthy
Respectful
Hard working
Pleasant
Cheerful
Courageous
Reliable
Honorable
Peaceful
Open minded
Grateful
Helpful
Courteous
Dependable
Self-reliant
Empathetic

Negative

Insensitive
Irresponsible
Unfair
Crabby
Negative attitude
Cowardly
Disloyal
Dishonest
Threatening
Resentful
Careless
Unforgiving
Abusive
Manipulative
Undependable
Deceptive
Prejudiced
Unaccepting
Illogical

Selfish
Inconsiderate
Disrespectful
Lazy
Unfriendly
Cheater
Unreliable
Harsh
Angry
Insulting
Ungrateful
Uncooperative
Critical
Gossip
Sneaky
Obnoxious
Whiny
Rude

DESCRIPTIVE WORDS AND PHRASES

Positive

Impartial
Outgoing
Caring
Fair
Good sense of humor
Dedicated
Friendly
Leader
Truthful
Loyal
Mannerly
Disciplined
Compassionate
Forgiving
Cooperative
Tolerant
Rational
Accepting
Charitable

Kind
Responsible
Trustworthy
Respectful
Hard working
Pleasant
Cheerful
Courageous
Reliable
Honorable
Peaceful
Open minded
Grateful
Helpful
Courteous
Dependable
Self-reliant
Empathetic

Negative

Insensitive
Irresponsible
Unfair
Crabby
Negative attitude
Cowardly
Disloyal
Dishonest
Threatening
Resentful
Careless
Unforgiving
Abusive
Manipulative
Undependable
Deceptive
Prejudiced
Unaccepting
Illogical

Selfish
Inconsiderate
Disrespectful
Lazy
Unfriendly
Cheater
Unreliable
Harsh
Angry
Insulting
Ungrateful
Uncooperative
Critical
Gossip
Sneaky
Obnoxious
Whiny
Rude



THE PACKAGE STORY STARTER

RESPONSIBILITY

Miller finished his breakfast, brushed his teeth, and took the package from his mother. He tucked the package snugly into his backpack.

“Please remember,” his mother urged, “it must be delivered before dark. Your grandmother is depending on you.”

“Of course, of course,” Miller replied, “I’m not a baby. You can both depend on me.” He reached for his board.

“Then be on your way. Be careful crossing the streets. I want you to go down to Walnut Street and over to Oak. Stay away from Division Street. It is so busy in the afternoon. Don’t stop anywhere, especially to see Carl and Charlie. And don’t get side-tracked at the skate park.”

Miller knew his mother didn’t really like Carl and Charlie. They never had any chores to do or errands to run. They always had time to skate, or just hang and talk. His mother thought they were lazy, but there was always something exciting happening when C & C were around.

Miller scooted down the block towards the skate park. It was only one block out of his way. He figured he could skate for five or ten minutes, then make up any lost time by taking the short cut through the Walnut Street Mall.

He saw Carl and Charlie as soon as he reached the skate park. They were practicing a new skip and jump. He sat down to watch. Those two were absolutely gifted! Miller sat, enthralled with their skill and daring. The height that Carl could get on his half pipe was amazing!

Miller took off his backpack and joined them on the course. Together they jumped and spun and twirled. Suddenly Miller realized that the afternoon shadows were getting very long. Soon the last hint of sunlight would fade away. “OHMIGOSH!” he thought, “I have wasted too much time.”

The weight of his responsibility closed in like a dark curtain, as dark as the shadows stretching across the skate park. “The delivery must be made before dark,” Miller reminded himself over and over again. “Grandmother is counting on me. What I really need now is a short cut.”

The best short cut he knew was to cross Division. He threw a hasty goodbye to his friends, grabbed his backpack, set his board, and scooted off. How he wished later that he had taken a different route.



RESPONSIBILITY



Facilitator

1. Ensure that every group member is heard and that every suggestion is recorded.

Leader

2. Lead a group discussion of the following questions.
 - a. Do you think Miller is showing responsibility in the story? Explain why or why not.
 - b. Was Miller being realistic to think that he could do both what he wanted and what his mother wanted him to do at the same time?
 - c. What might be the consequences of Miller choosing a shortcut to his destination?

Researcher

3. Look up the words *obligation* and *self-discipline* in the dictionary and read them to your group.
4. All members of your group write down at least one definition of each word.

Leader

5. Lead a group discussion about what the dictionary definitions mean.
6. Come up with a definition of a *responsible person* using words from your group members. All group members must agree with the definition.

Recorder

7. Write your group's definition of a *responsible person* here:

Leader

8. Lead a group discussion to answer this question:
Think of a time when you put off an important assignment until the last minute. What were the consequences?

Recorder

9. Write down some of your group's ideas about consequences:

Write more ideas on another sheet of paper if necessary.



RESPONSIBILITY ROAD SIGNS

*Complete each of the signs below using the following guidelines.
When you are done, cut each sign out and glue it to an index card.*

Finish Line — identify rewards for living a responsible life.

Example: “Your friends trust you.”

Cruisin’ — identify responsible actions that might help you advance successfully in life.

Example: “You finish your homework on time and earn a good grade.” (Complete two)

Roadblocks — identify irresponsible actions that interfere with success.

Example: “You fail to complete a major project.”

Speed Limits — identify influences and actions of others that interfere with your being responsible.

Example: “You are offered the answers to a major test and are tempted to use them.”

Finish Line

Roadblock
Go Back to Start

Cruisin’
Move Ahead 3 Desks

Cruisin’
Move Ahead 3 Desks

Speed Limit
Miss a Turn

OH WHAT A TANGLED WEB WE WEAVE...

STORY STARTER



HONESTY

Amanda sighed and stared out of the library window at the parking lot. Why did life have to get so complicated? Her brother would be here to pick her up at 4:30. She dreaded the thought of their coming conversation. She thought glumly about her conversation with Miriam just an hour ago.

“Hey, Amanda, my grandmother sent me a check for my birthday. I’m going to Shoppe Towne on Saturday. Want to go?”

Miriam was so excited! Amanda smiled at her friend. Miriam was not usually so happy. With her mom’s illness and her dad’s job troubles, Miriam really didn’t have much reason to be happy. But this birthday check came just in time. All of the stores were showing the new spring clothes.

Amanda readily agreed to go shopping. Even when neither of them had any spending money, the two friends always enjoyed their time together at Shoppe Towne. A shopping expedition—with money to spend—would be fabulous!

Amanda headed for the library, to study until her ride came at 4:30. As she sat down she saw Zeke over by the reference section. She smiled shyly, then ducked her head and went to place her books on a study table. Suddenly, Zeke was right beside her.

“Amanda, would you like to come to a baseball game with me Saturday? I am going to pitch my first game with the city league. I could pick you up at 1 or 1:30. You can see us get set up and everything.”

Amanda was so jazzed! Zeke was only the most handsome, smartest, coolest guy she knew. She could hardly believe her ears. She nodded eagerly and agreed to the date.



After Zeke left, Amanda’s heart sank into the pit of her stomach. Why did it have to happen like this? Now she had to lie to two of the people she loved best in all the world.

Tom was right on time, steering carefully amongst all of the cars and students streaming across the parking lot. Amanda climbed slowly into the car and buckled up.

“Tom, I can’t go to your game on Saturday,” she rushed out. “I’ve got this awful paper to write for English class, and have to spend the whole day here,” she said, waving vaguely at the library. “I’m sorry, but I just can’t take the time to watch your game.”

Tom looked a little hurt, but smiled and tried to make Amanda feel better. “It’s all right, I’ll be pitching lots of games after this one. Schoolwork is more important.”

Amanda sighed and mentally ticked, “One down, one to go. I’ll call Miriam when I get home.”

Amanda would soon discover just how complicated—and painful—a web of lies can be.



HONESTY

Facilitator

1. Ensure that every group member is heard and that every suggestion is recorded.

Leader

2. Lead a group discussion of the following questions.
 - a. Do you agree with Amanda's decisions? Why or why not?
 - b. How could Amanda have avoided telling so many lies?
 - c. Do lies like Amanda's cause more hurt or more embarrassment?

Researcher

3. Look up the words *trustworthy* and *reliable* in the dictionary and read them to your group.
4. All members of your group write down at least one definition of each word.

Leader

5. Lead a group discussion about what the dictionary definitions mean.
6. Come up with a definition of an *honest person* using words from your group members. All group members must agree with the definition.

Recorder

7. Write your group's definition of an *honest person* here:

Leader

8. Lead a group discussion to answer this question:
Do you know of any similar situations in your own life or the life of your friends or family?

Recorder

9. Write down some of your group's ideas:

Write more ideas on another sheet of paper if necessary.



CARING

The gavel fell. “One hundred forty hours of community service.”

“How could a minor incident of property damage warrant such a harsh penalty?” Casey wondered.

As if his thoughts were audible, his father sternly rebounded, “I hope you appreciate this opportunity. The judge could have sentenced you to juvenile detention.”

“He may as well have. By the time I finish, I won’t have a life anyway.” Casey griped.

The next afternoon, Casey went to the school counselor’s office for a list of service projects.

“You really are receiving quite a gift, Casey.” Mrs. Bernstein, the counselor, could always see the brighter side of any situation.

“Yeah, yeah, my Dad has already told me that I’m getting off easy with this community service stuff.”

“Oh, Casey,” Mrs. Bernstein seemed amused, “This is only the wrapping. The real gift is in the giving. Now, how would you like to complete a project at the senior citizens’ center? You can help till, plant, water, weed, and harvest a vegetable garden with the seniors on Saturdays.”

As he rode his bike up to the center, Casey had a sick feeling in his stomach. He hadn’t been around “old people” since his grandma died. His grandma, the only mother he’d ever known, was gone after a long battle with cancer. At her funeral, Casey was relieved. Gran finally looked at peace. She deserved the rest.

Just then his thoughts were interrupted by a soft, shaky voice. “You must be Casey.”





CARING COMMUNITY

When people treat each other with fairness, respect, responsibility, and honesty they create a caring community. A caring community is a safe and healthy place to be.

Facilitator Ensure that every group member is heard and that every suggestion is recorded.

Researcher

1. Look up the word **community** and read the definitions to your group members.
2. All members of your group write down at least one definition of the word.

Leader

3. Lead a group discussion about *The Silver Garden*.
 - a. By using clues in the story, how would you describe Casey's character?
 - b. Give three examples of caring from the story.
 - c. What do you think Mrs. Bernstein meant when she said, "...you really are receiving quite a gift"?
 - d. How can Casey's punishment benefit the community in which he lives?

Recorder

4. Write the ideas about the benefits suggested by group members on a separate piece of paper.

Leader

5. Show your group members the Caring Community Star illustration. Lead a group discussion about the Caring Community Star.
 - a. How do your group members define community in their own lives? Do people live in more than one community at any one time?
 - b. Is it easy or difficult to make our individual actions build a caring community?
 - c. As a group come up with a definition for a **caring community**.

Recorder

6. Write how many different types of communities your group members identify.

7. Write down your group's definition of a *caring community*.

Write more ideas on another sheet of paper if necessary.





GIFT EXCHANGE INFORMATION

*Answer the questions below giving as many details as possible.
Another student will use this information to select the “perfect gift” for you.*

Name: _____

What do you do in your spare time?

List five of your favorites (colors, food, music, movies, activities, etc.):

If you could meet anyone in the world, whom would you choose?

If you had \$1,000,000, how would you spend it?

Describe a “perfect” day:

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