



About the Program

What do we mean by REAL Character Development?

At its core, REAL is about delivering a Character Development Program that is:

- **Relevant:** Relatable to the needs of today's students, educators, and parents. We focus on family values such as honesty and hard work while also teaching about the real-world challenges that students will face such as stress management, relationship building, and future readiness.
- **Empowering for Educators and Parents:** Our program is based on educational transparency. We want all students, educators and parents to be involved in the learning process. Offering practical, hands-on activities that students can immediately apply in their lives.
- **Actionable Evidence:** Our program is tried and true tested by third-party experts and schools, grounded in research and best practices, ensuring that every strategy, activity, and lesson plan you implement is backed by scientific data and proven effective.
- **Lasting:** REAL Skills Building is not just a one-time intervention but a foundation that students build on over time, supporting their growth throughout their education and beyond.

Why "REAL Character Development = REAL Results" Matters:

Our slogan highlights that our true, high-quality program, when implemented thoughtfully and consistently, has the power to produce measurable and transformative results. It reinforces your school's commitment to delivering character development programs that make a significant and lasting difference for students and educators alike.





By embracing **REAL**, your school ensures that you provide the tools and strategies necessary to foster growth, ultimately leading to **REAL results**—not just in the classroom but in students' lives.

How Does Storytelling Help Students Learn?

The Power of Stories in Education

Literature serves as a powerful tool in teaching Character Development because it immerses students in narratives that mirror the complexities of human emotions, relationships, and choices. Stories allow children to explore diverse perspectives and experiences, often different from their own, fostering empathy and social awareness. By stepping into the shoes of a character, students can understand emotions, motivations, and the consequences of actions in a safe and engaging way. This helps them develop emotional vocabulary and recognition, key components of self-awareness and emotional regulation.

Connecting Emotional Concepts to Real-Life Scenarios

Through literature, abstract Character Development concepts such as self-management, relationship skills, and responsible decision-making become tangible and relatable. Characters in stories face challenges and make decisions that resonate with students, providing natural opportunities for reflection and discussion. For example, when a character learns to navigate conflict or express gratitude, students can analyze the choices made and consider how they might handle similar situations. This connection between literature and real life deepens students' understanding of these principles and enhances their ability to apply these skills in their own lives.

Promoting Critical Thinking and Problem-Solving

Reading literature also cultivates critical thinking and problem-solving skills, which are central to Character Development. As students analyze a story's plot, characters, and conflicts, they learn to evaluate different perspectives and consider multiple solutions to problems. Literature invites them to reflect on ethical dilemmas, weigh the consequences of decisions, and practice perspective-taking. These activities align seamlessly with the program objectives, helping students build the cognitive and emotional skills that are based in core values. By integrating literature into the program instruction, educators not only enrich students' academic learning but also empower them to thrive.





Emozi®'s Story-Based Approach

The Emozi® program uniquely integrates literature into character development instruction by using engaging, developmentally appropriate stories featuring beloved characters like Ollie the Owl, Benny the Bear, Harriet the Hare, Betty the Beaver, Sammy the Squirrel, and Buzz the Bee. In preschool and kindergarten, short, relatable tales introduce young learners to foundational character strength concepts through the adventures of these animal friends. For grades 1 and 2, the same characters continue to guide students through more complex social-emotional challenges, helping them develop skills like sharing, empathy, and problem-solving. By grade 3, Emozi introduces small chapter books featuring Ollie and his friends as they navigate relatable situations that reflect students' growing emotional and social experiences. In grades 4 and 5, the program evolves into a novel-per-grade format, with each lesson tied to a specific chapter. These novels provide deeper engagement and allow students to explore SEL topics like ethical decision-making, conflict resolution, and self-awareness in greater depth. By following Ollie and his friends' journeys, students connect emotionally with the characters, making Character Development concepts more meaningful and impactful.

Our Emozi® Song Book:

Songs about Character Development are highly effective in helping young learners internalize key concepts and apply them across different environments. Music engages multiple brain areas, making remembering and recalling information easier for children. Catchy melodies and repetitive lyrics create a sense of rhythm and predictability, which helps young learners retain concepts like self-regulation, empathy, or conflict resolution. For example, a song that teaches the steps of the S.T.A.R. strategy (Stop, Think, Act, Reflect) can serve as a mental cue for students to pause and regulate their emotions when faced with challenges, whether they're at home, in the classroom, or on the playground.

Songs also promote active participation and multisensory learning, which enhances understanding and long-term retention. Through singing, clapping, and movement, children reinforce character development skills in fun and natural ways. For instance, a song about expressing gratitude might pair lyrics with simple hand motions, making it easier for students to connect the words with their meaning. These musical interactions are not only engaging but also create positive emotional experiences, which help anchor skills development concepts more deeply in students' minds. By embedding Character Development lessons in music, educators empower young learners to apply these skills consistently, fostering their ability to navigate emotions and relationships in any context.





Program Components:

Each Emozi® classroom implementation package includes the following materials:

- Teacher Guide
- Activities and Worksheets
- Complementing Song for each lesson
- Sing-along worksheet in full color for selected lessons
- Sing-along worksheet in B&W for selected lessons
- Posters for enhanced implementation



Prek/K Sample Lesson: Tattling

Lesson Objective: This lesson plan encourages children to develop empathy, social responsibility, and self-awareness as they learn the distinction between tattling and helping, and the impact of their choices on others. Let me know if you'd like more detailed examples or specific standards for other lesson plans!

Materials Needed:



- The story "Ollie the Owl Learns About Tattling"
- Song: Ollie the Owl and Tattling Town.
- Owl, bear, beaver, hare, and bee puppets or stuffed animals
- Coloring sheets for the "Helping Hands" Activity
- Crayons, markers
- Parent Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting and Circle Time Outline:

- Welcome the children and have them sit in a circle.
- Briefly talk about what tattling means and how it's different from asking for help.
- Introduce the concept of helping and being kind instead of tattling.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Hello, everyone! Let's all sit together in a circle. Today, we will talk about something that can happen when we're with friends, family, or classmates. Does anyone know what the word *tattling* means?" (Pause for responses.)
- "Sometimes, when we see someone doing something that seems wrong, we feel like telling an adult. But we don't always need to do that. Today, we'll learn when it's good to ask for help from an adult and when we can try to handle things on our own with kindness."





2. Introducing Tattling and Helping:

- “Tattling is when we tell on someone just to get them in trouble, but helping is when we tell because someone is in danger or is sad. Let’s keep this idea in mind as we read about Ollie the Owl and his friends.”

Read the Story (15 minutes)

Story Time Outline:



- Read the story "Ollie the Owl Learns About Tattling" aloud to the class.
- Show the pictures and engage the children by asking questions about how Ollie learned to handle situations without tattling.
- Emphasize the importance of helping others and being kind.

Story Time Teacher Script:

1. Prepare the Children for the Story:

- “We’re going to read a story called *Ollie the Owl Learns About Tattling*. In this story, Ollie sees his friends doing different things, and sometimes he isn’t sure if he should tell an adult or handle it himself. Let’s find out what he does!”

2. Read the Story with Emphasis on Key Moments:

- **While reading**, pause during moments when Ollie is unsure if he should tattle or help.
- **Ask Questions:**
 - “What do you think Ollie should do right now? Should he go to an adult or try to help his friends first?”
 - “When Benny takes a berry from Sue, does Ollie need to tell, or could he try to help?”

3. After the Story Discussion:

- “Ollie learned that tattling doesn’t always help, but being kind and helping does. Can you think of a time when you wanted to tattle but could have helped instead?”



- “When we tatttle, it’s often to get someone in trouble, but helping others makes everyone feel happier. What are some ways Ollie could have helped his friends without tattling?”

Ollie the Owl Learns About Tattling

In a forest tall and green,
lived Ollie the Owl, so wise and keen.
With feathers soft and eyes so bright,
he loved to play both day and night.
Ollie had friends, and siblings too,
Benny the Bear, and Betty the Beaver, that's
who!
Harriet the Hare and Buzz the Bee,
all played together, happy and free.
One day while playing by the brook,
Ollie saw something, he took a look.
Benny the Bear took a berry from Sue,
And Ollie thought, “What should I do?”
He flew to his mom, with a hoot and a cry,
“Benny took a berry! Oh my, oh my!”
Mom listened and then gently said,
“Tattling can hurt, let’s think instead.”
“When we tatttle, it’s to cause some trouble,
but helping friends is worth more than double.
If someone’s hurt or feeling sad,
tell an adult, that’s not so bad.”
Ollie pondered, his feathers ruffled,
he didn’t want friends to feel all muffled.
he thought of ways to help and care,
Without causing trouble, fair and square.
The next day, Ollie saw with dismay,
Harriet took Buzz’s toy away.
He felt the urge to tatttle and shout,
but remembered his mom, and figured it out.
He flew to Harriet, with a gentle voice,
“Let’s share the toy, it’s a better choice.”

Harriet nodded, feeling glad,
sharing the toy, they both were glad.
Later that day, by the big oak tree,
Betty was splashing, happy and free.
She splashed some water on Ollie’s wing,
he felt annoyed, it was a little thing.
He thought of telling, to get her in trouble,
but then he remembered, it wasn’t worth the
bubble.
“Betty,” he said, “please watch the splash,
let’s play together, make it a bash.”
Betty smiled, and moved with care,
they played together, with love to share.
Ollie felt proud, his heart so light,
he learned to handle things just right.
When Ollie’s siblings played too rough,
he didn’t tatttle about the stuff.
Instead, he showed them how to play,
with kindness and care, the better way.
Ollie learned, as days went by,
that tattling wasn’t the way to fly.
Helping friends and being kind,
made the forest harmony, he’d find.
So remember Ollie, wise and bright,
when you feel the urge to tatttle, think twice.
Be kind, be fair, and always care,
and you’ll find friends everywhere.
Ollie the Owl, with heart so true,
learned that helping’s the best thing to do.
With friends and siblings, near and far,
kindness shines like a guiding star.



Play the Song (10 minutes)

Song Time Outline:

- Teach the children the Ollie the Owl and Tattling Town song
- Use actions that represent asking for help, like raising a hand, and showing kindness, like giving a hug.
- Sing the song together a few times, encouraging the children to join in with the actions.

Introduce the Song Teacher Script:



- “Now, let’s learn a fun song about knowing when to tatttle and when to help. This song is called *Ollie the Owl and Tattling Town*. We’ll do actions that help us remember Ollie’s story.”



Here are some hand actions for preschool children to go along with the song:

Verse 1:

"Ollie the Owl in Tattling Town"
 "Hooting loud and flying around"
 "In the trees up high he sees"
 "Every little thing that brings a breeze"

Actions

- ★ Flap arms like wings and look around.
- ★ Cup hands around mouth and pretend to hoot, then flap arms.
- ★ Point to your eyes and then point upwards.
- ★ Wiggle fingers like the wind blowing.

Verse 2:

"Tattling here tattling there"
 "Ollie thinks it's fair to share"
 "But oh his friends they disagree"
 "Tattling brings no harmony"

- ★ Point to one side and then the other.
- ★ Nod head and spread arms out.
- ★ Shake head and cross arms.
- ★ Place your hands over your ears and shake your head.

Chorus:

"Don't be a tattler"
 "Don't spread the chatter"
 "Keep it cool and kind"
 "Tattle tales aren't fine"

- ★ Wag finger in a "no" gesture.
- ★ Pretend to zip your lips shut.
- ★ Place your hands over your heart and smile.
- ★ Shake your head and wag a finger in a "no" gesture.

Verse 3:

"Feathers ruffle words so quick"
 "Ollie's tale it does the trick"
 "But friends and owls they start to frown"
 "Ollie stops and looks around"

- ★ Flap arms and move hands quickly.
- ★ Point to self and then smile.
- ★ Point to imaginary friends and make a frowning face.
- ★ Freeze and look around slowly.

Verse 4

"Learning now what tattling means"
 "Not to spoil someone's dreams"
 "When you tattle it's no fun"
 "Up in the sky or on the run"

- ★ Tap your head with your finger and nod.
- ★ Shake your head and make a sleeping gesture with your hands.
- ★ Make a sad face and shake your head.
- ★ Point to the sky and then pretend to run in place.

Chorus:

"Don't be a tattler"
 "Don't spread the chatter"
 "Keep it cool and kind"
 "Tattle tales aren't fine"

- ★ Wag finger in a "no" gesture.
- ★ Pretend to zip your lips shut.
- ★ Place your hands over your heart and smile.
- ★ Shake your head and wag a finger in a "no" gesture.

These hand actions should help the children engage with the song and make it more interactive and enjoyable.



Connect Back to the Lesson Teacher Script:

- “Remember, just like Ollie learned in the song, we don’t need to tattlet every time. If we can help, we can use kindness and only ask for help when it’s important.”

Do an Activity (20 minutes)

Role-Playing with Puppets Outline:

- Use the owl, bear, beaver, hare, and bee puppets to act out different scenarios where Ollie and his friends choose to help instead of tattlet.
- Let the children take turns using the puppets to practice showing kindness and deciding when to seek help from an adult.

Activity 1: Role-Playing with Puppets



1. Introduce the Role-Playing Activity:

- “We’re going to use puppets to practice times when we could help instead of tattling. Let’s use Ollie, Benny the Bear, Betty the Beaver, Harriet the Hare, and Buzz the Bee to act out some situations.”

2. Role-Play Scenarios:

- Create scenarios for the children to role-play, such as:
 - Benny the Bear takes an extra snack from the table.*
 - Betty the Beaver accidentally bumps into Harriet the Hare.*
 - After each scenario, ask:
 - “Do we need to tell an adult, or is there a way we could handle this with kindness?”
 - “How could we help instead of tattling?”

3. Encourage Kindness in Responses:

- Guide children to respond by suggesting actions like sharing, reminding friends gently, or asking them kindly to make things right.



Activity 2: "Helping Hands" Craft:



- Provide materials for the children to make "Helping Hands."
- Have them draw and decorate a hand shape with drawings, stickers, and positive words about helping and being kind.
- While they work, discuss how they can help their friends and siblings instead of tattling.

Introduce the Craft Activity Teacher Script:

- “Next, we’re going to make ‘Helping Hands’ as a reminder of how we can help our friends instead of tattling.”

Materials and Instructions:

- Hand out a Coloring sheet for the “Helping Hands” Activity to each child
 - “Write or draw something on your Helping Hand that reminds you of how you can be kind or help your friends. You can also decorate your Helping Hand.”

Discuss Helping vs. Tattling:

- While the children work, walk around and ask:
 - “What kind of thing did you put on your Helping Hand?”
 - “What’s something you can do to help a friend instead of tattling?”

Wrap Up the Lesson (5 minutes)

Review and Reflection Overview:

- Gather the children back in a circle.
- Review what they learned about tattling and helping.
- Ask a few children to share their "Helping Hands" and explain what they wrote or drew on them.





Review and Reflection Teacher Script

1. **Gather in a Circle for Reflection:**
 - “Let’s come back together to talk about what we learned today.”
2. **Summarize Key Points:**
 - “Today, we learned that tattling is when we tell just to get someone in trouble, but helping is when we do something to make things better.”
 - “If a friend is in danger or really hurt, we should ask an adult for help. But if it’s something we can help with ourselves, we can try being kind first.”
3. **Encourage Sharing:**
 - “Would anyone like to share what they put on their Helping Hand?”
4. **Conclude with Positive Reinforcement:**
 - “Great job today, everyone! Remember, being kind and helping is always the best choice, and only tell an adult when it’s really important.”

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.
- Include the story summary, the importance of knowing when to seek help, and how parents can reinforce these concepts at home.





Dear Parents,

Today in class, we learned about the difference between tattling and helping through the story "Ollie the Owl Learns About Tattling." This story teaches children the importance of being kind and knowing when it's appropriate to seek help from an adult.

Here's what we learned:

- ★ Tattling vs. Helping– Understanding the difference between tattling to cause trouble and seeking help to solve a problem.
- ★ Kindness– Recognizing that being kind and helping others is always the best choice.

We practiced these concepts through role-playing and making "Helping Hands." You can help reinforce this at home by encouraging your child to talk about ways they can help their friends and siblings instead of tattling.

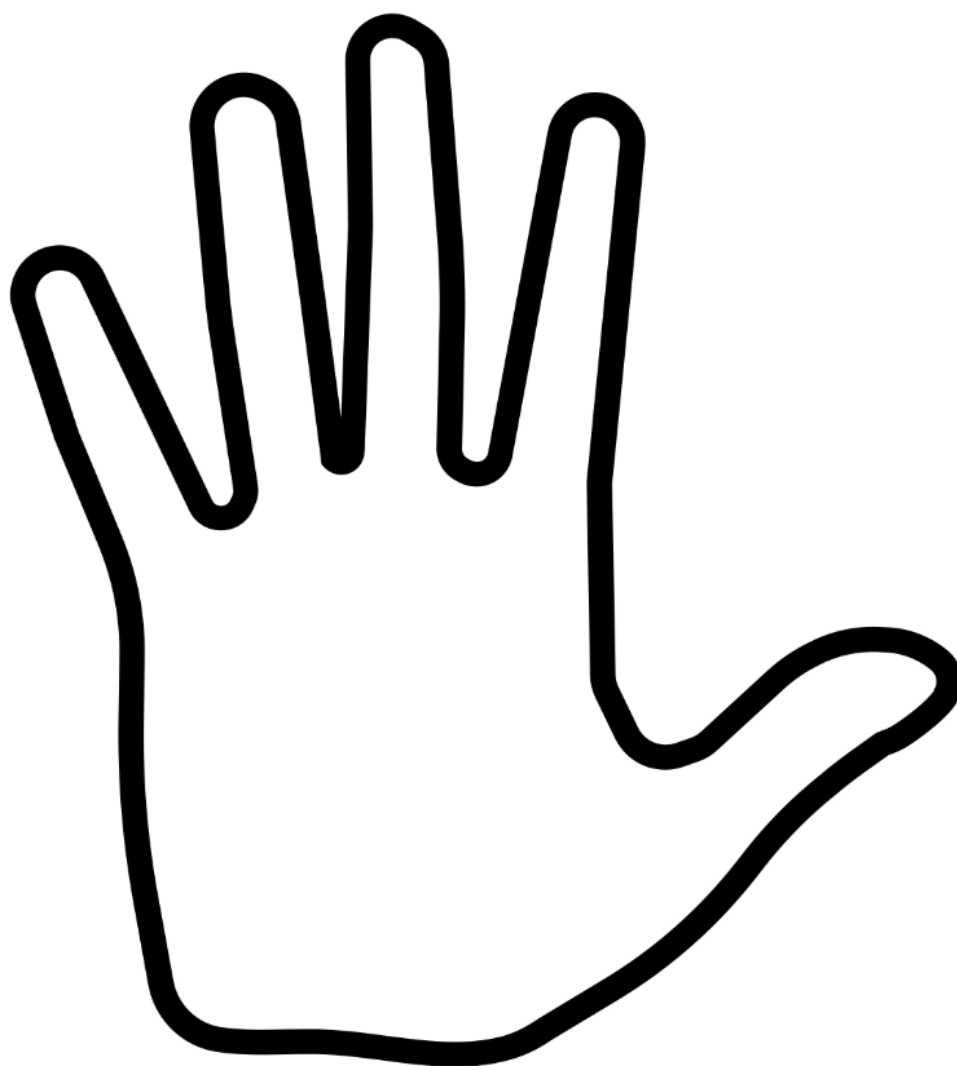
Thank you for your support!

Sincerely,





My Helping Hand





Sing-along Poster Preview

Ollie the Owl and Tattling Town

Verse 1:

"Ollie the Owl in Tattling Town"
 "Hooting loud and flying around"
 "In the trees up high he sees"
 "Every little thing that brings a breeze"

Actions

- ★ Flap arms like wings and look around.
- ★ Cup hands around mouth and pretend to hoot, then flap arms.
- ★ Point to your eyes and then point upwards.
- ★ Wiggle fingers like the wind blowing.

Verse 2:

"Tattling here tattling there"
 "Ollie thinks it's fair to share"
 "But oh his friends they disagree"
 "Tattling brings no harmony"

- ★ Point to one side and then the other.
- ★ Nod head and spread arms out.
- ★ Shake head and cross arms.
- ★ Place your hands over your ears and shake your head.

Chorus:

"Don't be a tattler"
 "Don't spread the chatter"
 "Keep it cool and kind"
 "Tattle tales aren't fine"

- ★ Wag finger in a "no" gesture.
- ★ Pretend to zip your lips shut.
- ★ Place your hands over your heart and smile.
- ★ Shake your head and wag a finger in a "no" gesture.

Verse 3:

"Feathers ruffle words so quick"
 "Ollie's tale it does the trick"
 "But friends and owls they start to frown"
 "Ollie stops and looks around"

- ★ Flap arms and move hands quickly.
- ★ Point to self and then smile.
- ★ Point to imaginary friends and make a frowning face.
- ★ Freeze and look around slowly.

Verse 4

"Learning now what tattling means"
 "Not to spoil someone's dreams"
 "When you tattle it's no fun"
 "Up in the sky or on the run"

- ★ Tap your head with your finger and nod.
- ★ Shake your head and make a sleeping gesture with your hands.
- ★ Make a sad face and shake your head.
- ★ Point to the sky and then pretend to run in place.

Chorus:

"Don't be a tattler"
 "Don't spread the chatter"
 "Keep it cool and kind"
 "Tattle tales aren't fine"

- ★ Wag finger in a "no" gesture.
- ★ Pretend to zip your lips shut.
- ★ Place your hands over your heart and smile.
- ★ Shake your head and wag a finger in a "no" gesture.



©2024 Anna-Lisa Mackey, M.Ed., All rights reserved.