



## 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 select lessons
- Sing-along worksheet in B&W for select lessons
- Posters for enhanced implementation



## ***Grade 1 Sample Lesson: Being a Good Sport***

Lesson Objective: Children will learn the importance of being a good sport, understanding how to handle winning and losing gracefully, and the value of cheering for others.

Materials Needed:



- The story "Ollie the Owl Learns To Be a Good Sport"
- Song: Ollie the Owl's a Good Sport.
- Owl, bear, beaver, hare, and bee puppets or stuffed animals
- Coloring sheets for the "Good Sport Medal Craft" 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 discuss 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:**

- "Good morning, everyone! Let's all sit in a circle. Today, we're going to talk about something very important—being a good sport. Does anyone know what it means to be a good sport?"(Allow children to share their ideas.)

#### **2. Introduce "Being a Good Sport"**





- "Those are great ideas! Being a good sport means being kind and fair whether you win or lose a game. It's about having fun, cheering for your friends, and not getting upset if things don't go your way. Today, we're going to learn more about how to be a good sport, just like our friend Ollie the Owl."

Read the Story (15 minutes)

Story Time Outline:



- Read the story "Ollie the Owl Learns to Be a Good Sport" aloud to the class.
- Show the pictures and engage the children by asking questions about how Ollie learned to handle situations without tattling.

**Story Time Teacher Script:**

**1. Prepare the Children for the Story:**

- "We're going to read a story called *Ollie the Owl Learns to Be a Good Sport*. Listen carefully to how Ollie and his friends play games together and what Ollie learns about being a good sport."
- (Read the story aloud, using an expressive voice. Pause occasionally to ask questions like, "What do you think Ollie will do next?" or "How do you think Ollie is feeling right now?")

**2. Read the Story with Emphasis on Key Moments:**

- **While reading**, pause during moments when Ollie is a good sport.
- **Ask Questions:**
  - How did Ollie feel when he won the race?
    - Follow-up: Why do you think it might be hard not to brag when you win? How can Ollie be a good sport when he wins?
  - What did Ollie do when he didn't win the ring toss game?
    - Follow-up: Why is it sometimes hard not to feel upset when you lose? What could Ollie do to feel better?
  - How do you think Ollie felt when Buzz the Bee won the flying game?

# Lesson Previews

Grade 1



- Follow-up: What might make it hard for Ollie to cheer for Buzz even though he didn't win?
- What did Grandma Owl mean when she said, "Win or lose, be a good sport"?
  - Follow-up: How can using HALT, HOOT, and HEART help Ollie remember to be a good sport?

## Ollie the Owl Learns to Be a Good Sport

In a forest green and bright,  
Lived Ollie the Owl, with wings so light.  
With feathers soft and eyes so wide,  
He loved to play and often glide.  
One sunny day, with skies so blue,  
Ollie's friends all gathered too.  
Benny the Bear and Harriet the Hare,  
Sammy the Squirrel and Buzz the Bee were there.  
"Let's play a game," said Benny with cheer,  
"We'll race and see who's fast and clear."  
Ollie flapped his wings, ready to start,  
But Grandma's words stayed in his heart.  
"Remember, Ollie, win or lose,  
Be a good sport in what you choose.  
If you win, don't brag or boast,  
If you lose, don't be a ghost."  
The race began, they ran so fast,  
Ollie flew high, he wasn't last.  
But as he soared and crossed the line,  
He won the race, it felt divine.  
His friends all cheered, "Hooray for you!"  
Ollie smiled, his joy was true.  
But then he thought of what to say,  
To be a good sport in every way.  
"Thank you, friends, you all were great,  
We had fun, let's celebrate!"  
He didn't brag or boast his win,

He shared his joy with all his kin.  
Next, they played a game so fun,  
With tossing rings, one by one.  
Harriet the Hare jumped high and quick,  
She won the game with a clever trick.  
Ollie felt a pang inside,  
He wished he'd won, but he tried.  
He took a breath and smiled wide,  
Remembering to be kind inside.  
"Great job, Harriet, you played so well,  
You jumped so high, it's easy to tell."  
Harriet smiled and hugged him tight,  
Ollie felt his heart so light.  
Then they played a game with Buzz,  
Flying fast, just because.  
Buzz the Bee was quick and keen,  
He won the game, the best they'd seen.  
Ollie clapped and cheered with glee,  
"Buzz, you're amazing, you're so free!"  
Even though he didn't win,  
He felt the joy from deep within.  
Sometimes winning feels so sweet,  
But sharing joy makes it complete.  
And when you lose, don't feel so blue,  
Just cheer for friends, it's what to do.  
Ollie learned that win or lose,  
Being kind was what to choose.







By sharing joy and cheering friends,  
The fun and laughter never ends.  
So remember Ollie, wise and bright,  
Who learned to be a sport so right.  
With every game and every play,  
He spread good cheer throughout the day.  
Ollie the Owl, with heart so true,  
Found joy in all he'd do.  
Win or lose, he'd always find,  
That being a good sport was kind.





### 3. Post-Book Teacher Script

- "What did Ollie learn about winning and losing? (Pause for responses.) Yes, he learned that it's important to be happy for others when they win and to keep trying even if he doesn't win. That's what being a good sport is all about!"
- Certainly! Here are additional questions for the teacher to ask the students about "Ollie the Owl Learns to Be a Good Sport," focusing on why it's hard to be gracious when you lose or win and how to manage strong feelings using the HALT, HOOT, and HEART strategy.

### 4. Post-Book Questions

These questions encourage children to think deeply about the challenges of winning and losing, and how to manage their emotions using the HALT, HOOT, and HEART strategies to stay calm and be kind, both to themselves and to others.

- Why do you think it can be hard to be gracious when you lose a game?
  - Follow-up: Have you ever felt sad or angry when you lost a game? How did it make you feel?
- Why is it important to be kind and not brag when you win?
  - Follow-up: Have you ever been so excited about winning that it was hard not to brag? How do you think that made others feel?
- What should you do if you start to feel really upset when you lose?
  - Follow-up: How can HALT (Stop), HOOT (Take a Deep Breath), and HEART (Make a Good Choice) help you calm down when you're upset?
- How can taking a deep breath (HOOT) help you when you feel like bragging after winning?
  - Follow-up: Why is it important to think before you speak after you win?
- What can you say to yourself (using HEART) when you're feeling sad or angry about losing?



- Follow-up: How can cheering for your friends make you feel better, even if you didn't win?
- Why is it important to HALT (Stop) before reacting if you feel like crying or getting angry after losing?
  - Follow-up: How can stopping and thinking help you make a better choice?
- What are some kinds of things you can say to someone who wins, even if you didn't?
  - Follow-up: How does saying something kind help everyone feel good, no matter who won?
- How can you use your HEART to remind yourself to be happy for your friends when they win?
  - Follow-up: Why is it better to share joy with your friends rather than feeling upset?
- What can you do if you see a friend feeling sad after they lost a game?
  - Follow-up: How can you help them use HALT, HOOT, and HEART to feel better?
- Why is it important to remember that playing and having fun is more important than winning or losing?
  - Follow-up: How can focusing on having fun help you be a better sport, no matter what happens?

Play the Song (10 minutes)

Song Time Outline:

- Teach the children the "Ollie the Owl's a Good Sport" song
- Sing the song together a few times, encouraging the children to join in on the actions.

**Introduce the Song Teacher Script:**



- "Now, let's learn a fun song about being a good sport, just like Ollie the Owl. We'll sing it together, and I'll show you some hand actions to go with it!" (Teach the song with hand actions, encouraging the children to join in. Sing it together a few times to make it more interactive.)



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

### **Ollie the Owl's a Good Sport**

#### Verse 1

"Ollie the owl took flight today"

"Learning how to win play the right way"

#### Verse 2

"Sometimes he won sometimes he failed"

"But in the end he stood and hailed"

#### Chorus

"Flap your wings with joy or sigh"

"It's all a game just give a try"

"Winning losing laugh or cry"

"Ollie shows how to fly high"

#### Verse 3

"Ollie the owl would never frown"

"When he tumbled or fell down"

#### Bridge

"Rise up shake the feathers free"

"True sportsmanship is key"

#### Chorus

"Flap your wings with joy or sigh"

"It's all a game just give a try"

"Winning losing laugh or cry"

"Ollie shows how to fly high"

#### Actions

Flap arms like wings and pretend to take off.

Point to head (thinking) and then give a thumbs up.

Raise one arm high (win), then lower it slowly (fail).

Stand tall with arms raised up high.

Flap arms with a big smile, then flap with a pretend sigh.

Mimic playing a game, then give a thumbs up.

Smile and laugh, then pretend to wipe a tear.

Flap arms and look up as if flying high.

Shake head with a big smile.

Pretend to tumble gently and get back up with a smile.

Stand up tall and shake your body like shaking off feathers.

Place hand over heart and nod.

Flap arms with a big smile, then flap with a pretend sigh.

Mimic playing a game, then give a thumbs up.

Smile and laugh, then pretend to wipe a tear.

Flap arms and look up as if flying high.

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, it does not matter whether we win or lose. It is about having fun and showing good sportsmanship that matters”

Do an Activity (20 minutes)

#### Good Sport Relay Race

- Use the owl, bear, beaver, hare, or bee puppets as markers for the relay race. Set the puppets in a straight line, ensuring the course is simple and safe for the children to navigate.

### Activity 1: Good Sport Relay Race



#### 1. Introduce the Activity

- “We’re going to play a fun game called the Good Sport Relay Race! Just like in the story we read about Ollie the Owl, we’re going to practice being good sports while we play. I’m going to set up a little course for you to run, and we’ll split into teams. The most important thing to remember is to have fun and cheer for your friends, no matter who wins. Are you all ready?” (Wait for the children to respond with enthusiasm.)

#### 2. Explaining the Relay Race

- "First, I’m going to set up our relay race course. I’ll place our puppets (or markers) here, and you’ll run from one cone to the other. When you get to the end, you’ll turn around and run back to your team, where you’ll tag the next person to take their turn." (Set up the puppets or markers in a straight line, ensuring the course is simple and safe for the children to navigate.)

#### 3. Explaining the Relay Race

- First, I’m going to set up our relay race course. I’ll place these puppets (or markers) here, and you’ll run from one cone to the other. When you get to the end, you’ll turn around and run back to your team, where you’ll tag the next person to take their turn." (Set up the puppets or markers in a





straight line, ensuring the course is simple and safe for the children to navigate.)

#### 4. Running the Race

- "Okay, teams, get ready! Remember, the most important thing is to have fun and cheer for your friends, even if they're on the other team. Ready, set, go!" (Start the race and encourage the children to cheer for their teammates and even for the other team. Walk around to ensure everyone is participating and staying safe.)
- Teacher (during the race): "Great job, everyone! Keep cheering for your friends! Look how fast you're going! And remember, it's all about having fun together!" (If you see a child who is not cheering or is feeling upset, gently encourage them to join in and remind them that cheering for others is part of being a good sport.)

#### 5. Post Race Discussion

- "Wow, that was a fantastic race! Let's all come back to our circle and talk about how it felt to run the race and cheer for our friends." (Wait for the children to gather around.)
- "How did it feel to run the race? Did you have fun? How did it feel to cheer for your friends, even if they were on the other team?" (Allow the children to share their feelings and experiences.)
- "Remember, being a good sport means we all have fun together, whether we win or lose. It's not about who crosses the finish line first—it's about playing together, cheering each other on, and making sure everyone has a good time. You all did a wonderful job being good sports today!" (Praise specific examples of good sportsmanship you observed during the race, like a child cheering loudly for their friends or helping someone who was feeling down.)

#### 6. Conclusion:

- "That was so much fun! I'm really proud of how you all worked together and supported each other. Let's remember to be good sports every time we play, just like Ollie the Owl taught us. Great job, everyone!" (End the activity with a big round of applause for everyone, reinforcing the positive



experience and encouraging continued good sportsmanship in future games.)

### Activity 1: Create a “Good Sport” Medal



#### 1. Introduce the Good Sport Medal Craft

- “Now we’re going to make something really special—a Good Sport Medal! This medal is going to remind us all about the important things we learned today, like being kind and supportive when we play games, just like Ollie the Owl. Every time you look at your medal, you’ll remember to be a good sport, whether you win or lose. Are you ready to get started?”

#### 2. Explaining the Craft

- “First, I’m going to give each of you a template of a medal. This is your Good Sport Medal! You’re going to get to decorate it however you like. I have lots of markers, stickers, and other fun craft supplies for you to use.” (Hand out the medal templates to each child, along with the markers, stickers, and other craft supplies.)
- “Remember, this medal is special because it shows that you know how to be a good sport, just like Ollie. So take your time and make it look great!”

#### 3. Decorating the Medals

- “Now, it’s time to get creative! You can use any of the supplies on the table to decorate your medal. You can add colors, draw pictures, or even put some stickers on it. This is your medal, so make it as special as you want!” (Walk around the room as the children decorate their medals, offering encouragement and ideas if needed.)
- “Wow, I love seeing all the different designs you’re coming up with! Each of your medals is unique, just like how everyone can be a good sport in their own way

#### 4. Wrapping Up the Activity

- “Your Good Sport Medals look amazing! You all did such a wonderful job decorating them and thinking about what it means to be a good sport. Remember, you can be proud of yourself every time you wear your medal because it shows that you know how to be kind and supportive, just like Ollie. Who’s ready to be a good sport every day?” (Encourage the children to wear their





medals and show them off to each other, reinforcing the positive feelings associated with being a good sport.)

- "Let's give ourselves a big round of applause for being good sports today and for making such fantastic medals!" (Lead the children in a round of applause to celebrate their hard work and positive behavior.)

### Wrap Up the Lesson (5 minutes)

#### Review and Reflection Overview:

- Gather the children back in a circle.
- Review what they learned about being a good sport.
- Ask a few children to share their medals with a neighbor.

#### Review and Reflection Teacher Script

##### 1. Gather in a Circle for Reflection:

- "Let's come back together to talk about what we learned today. We've had such a fun day learning about how to be good sports, just like Ollie the Owl. I'm so proud of how well you all played and worked together today! Now, can anyone share one thing they learned about how to be a good sport?" (Wait for the children to raise their hands and share their thoughts. Encourage them to speak up and give positive reinforcement to their answers.)

##### 2. Conclude with Positive Reinforcement:

- "Those are wonderful ideas! It's so important to remember that being a good sport means being kind, cheering for others, and having fun no matter what. Whether you win or lose, it's how you play the game that matters most. You can practice being a good sport every day—when you're playing with friends, at school, or even at home. Remember, just like Ollie, we can spread joy and kindness every time we play."







## Parent Letter

### Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.
  - "Before we say goodbye, I have something special for you to take home to your parents. It's a letter that explains what we learned today about being a good sport. You can share it with your parents and talk about how you can practice being a good sport at home too!" (Hand out the parent letters to each child.)
- 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 importance of being a good sport through the story "Ollie the Owl Learns to Be a Good Sport." This story teaches children how to handle winning and losing gracefully and the value of cheering for friends.

Here's what we learned:

- ★ Understanding Sportsmanship: Recognizing the importance of being kind and supportive, whether we win or lose.
- ★ Sharing Joy: Learning to celebrate others' successes and finding joy in the game itself.
- ★ Practicing Kindness: Using kind words and actions during and after games.

We practiced these concepts through activities like a relay race and creating "Good Sport" medals. You can help reinforce this at home by encouraging your child to practice being a good sport during family games and playtime.

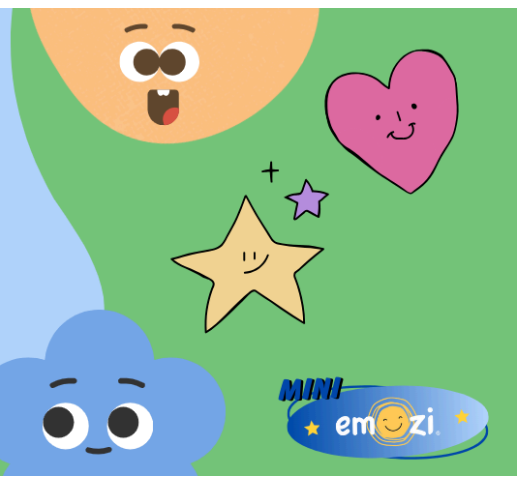
Thank you for your support!

Sincerely,



# Lesson Previews

Grade 1



My Good Sport Medal



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## Sing-along Poster Preview

# ***Ollie the Owl's a Good Sport***

### Verse 1

"Ollie the owl took flight today"

"Learning how to win play the right way"

### Verse 2

"Sometimes he won sometimes he failed"

"But in the end he stood and hailed"

### Chorus

"Flap your wings with joy or sigh"

"It's all a game just give a try"

"Winning losing laugh or cry"

"Ollie shows how to fly high"

### Verse 3

"Ollie the owl would never frown"

"When he tumbled or fell down"

### Bridge

"Rise up shake the feathers free"

"True sportsmanship is key"

### Chorus

"Flap your wings with joy or sigh"

"It's all a game just give a try"

"Winning losing laugh or cry"

"Ollie shows how to fly high"

### Actions

Flap arms like wings and pretend to take off.

Point to head (thinking) and then give a thumbs up.

Raise one arm high (win), then lower it slowly (fail).

Stand tall with arms raised up high.

Flap arms with a big smile, then flap with a pretend sigh.

Mimic playing a game, then give a thumbs up.

Smile and laugh, then pretend to wipe a tear.

Flap arms and look up as if flying high.

Shake head with a big smile.

Pretend to tumble gently and get back up with a smile.

Stand up tall and shake your body like shaking off feathers.

Place hand over heart and nod.

Flap arms with a big smile, then flap with a pretend sigh.

Mimic playing a game, then give a thumbs up.

Smile and laugh, then pretend to wipe a tear.

Flap arms and look up as if flying high.

