



About the Program

What do we mean by Real Social Emotional Skills Building?

At its core, REAL is about delivering Social Emotional Character Development that is:

- **Relevant:** Relatable to the needs of today's students and educators, focusing on the real-world challenges they face, such as stress management, relationship building, and emotional resilience.
- **Evidence-Based:** Grounded in research and best practices, ensuring that every strategy, activity, and lesson plan you implement is backed by scientific data and proven effective.
- **Actionable:** Offering practical, hands-on activities that students can immediately apply in their everyday lives. Whether learning how to regulate their emotions, communicate better with peers, or build self-confidence, REAL provides tools that make an impact.
- **Lasting:** REAL Social Emotional Skills Building is not just a one-time intervention but a foundation that students build on over time, supporting their emotional and social growth throughout their education and beyond.

Why "REAL Social Emotional Skills Building = 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 emotional and social 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 Social Emotional 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 Social Emotional 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 Social Emotional 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 necessary to navigate their



social and emotional worlds. By integrating literature into the program instruction, educators not only enrich students' academic learning but also empower them to thrive socially and emotionally.

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 Social Emotional Character Development concepts more meaningful and impactful.

Program Components:

Each Emozi® classroom implementation package includes the following materials:

- Teacher Guide
- Activities and Worksheets
- Posters for enhanced implementation



Grade 3 Sample Lesson: Star Strategy

Lesson Objective: Students will learn and apply the S.T.A.R. strategy (Stop, Think, Act, Reflect) to help solve problems effectively. Through a story and activities, students will understand how to manage their emotions and make better decisions when faced with challenges.

Materials Needed:



- Book 1, Chapter 1 “Ollie Meets the Star”
- Coloring sheets for the “Helping Hands” Activity
- Parent Home Connection Letter
- Materials for Activity 2:
 - Four large signs or posters, each labelled with one of the S.T.A.R. steps: Stop, Think, Act, Reflect
 - Four designated areas in the classroom or playground (one for each step)
- Scenario cards with problems to solve (examples provided below)
- Small objects for each team to hold as they complete the relay (e.g., bean bags, small balls)

Introduction to the Topic (10 minutes)

Introducing the Topic Outline:

- Welcome to the students.
- Briefly talk about what problem-solving is.
- Introduce the S.T. A. R. Strategy.



Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- “Good morning, class! Today, we're going to learn something exciting—how to solve problems like Ollie the Owl and his friends from Whispering Woods! Have you ever had a time when you didn't know what to do when you were upset or confused? (Pause for student responses) Ollie and his friends also faced these kinds of problems, and they learned a special way to deal with them. By the end of today's lesson, you'll be able to use this strategy too!”

2. Engage Students

- “Ask the students, “Has anyone ever had a problem with a friend, like when you couldn't agree on something? How did you solve it?”
- Allow for responses and guide the discussion toward the need for strategies to help us in tough moments.

3. Introducing the S.T.A.R. Strategy

- “Today, we're going to learn a strategy called S.T.A.R. It stands for Stop, Think, Act, and Reflect. We'll read a story about Ollie the Owl who learned this strategy to help him solve problems with his friends. Then, we'll practice using it ourselves! ”

Read the Chapter (15 minutes)

Story Time Outline:



- Read the Chapter "Ollie Meets the Star" aloud to the class.
- Ask some of the provided “During the Story” questions.
- Reflect on the storytime with some of the provided “After Story” questions.



Story Time Teacher Script:

1. Prepare the Children for the Story:

- “Now, I’m going to read a story called *Ollie Meets the Star*. As I read, I want you to listen carefully and think about how Ollie learns to use the S.T.A.R. strategy.”
- **During the Story Questions :**
 - When Ollie felt frustrated with Benny, what was his first reaction?
 - Encourage students to think about how Ollie initially reacted and whether that was helpful.
 - Why do you think Ollie flew up to the tallest tree to think about his problem?
 - This helps students understand the importance of taking a step back when upset.
 - When the Star started to shine brighter, how do you think Ollie felt?
 - This encourages emotional reflection about the calming effect of the Star.
 - What does it mean to "Stop" and why is that important?
 - Ask this after the Star explains the first step of the S.T.A.R. strategy.
 - What ideas do you think Ollie was thinking about when he was trying to solve his problem with Benny?
 - Encourage students to brainstorm solutions just like Ollie did.
 - Why was it important for Ollie to "Reflect" after solving the problem with Benny?
 - This question can be asked after the Star explains the last step, helping students understand why reflecting on outcomes is a valuable part of the process.
 - Why do you think Betty felt jealous of Harriet? Have you ever felt that way?
 - This question helps students connect to the emotions in the story and recognize that feelings like jealousy are normal.
 - How did Ollie help Betty with the S.T.A.R. strategy?
 - This reinforces how the strategy can be used with friends, not just on your own.

Ollie Meets the Star





In the heart of Whispering Woods, there lived an owl named Ollie. Ollie was wise beyond his years and had a group of wonderful friends: Benny the Bear, Harriet the Hare, Buzz the Bee, Betty the Beaver, and Sammy the Squirrel. When they were younger, Ollie and his friends would use a special method to help them make good choices. They called it "Halt, Hoot, Heart." Whenever they faced a problem, they would stop, take a deep breath, and think about the best choice they could make.

As time passed, Ollie noticed that the problems he faced were becoming more complex. He realized he needed a more mature way to handle them. One sunny afternoon, Ollie was feeling particularly upset. He had a disagreement with Benny the Bear about how to share the big, juicy blueberries they found. Benny wanted to eat them all right away, but Ollie thought they should save some for later.

Feeling frustrated, Ollie decided to fly up to the tallest tree in the forest to think. The tree was so high that it seemed to touch the sky. As Ollie perched on a branch, he gazed at the twinkling stars above and sighed deeply.

Just then, one of the stars began to shine more brightly and slowly descended toward Ollie. It was the most beautiful star he had ever seen, with a gentle glow that made Ollie feel calm inside.

"Hello, Ollie," the Star said with a warm smile. "I see you have a problem."

Ollie nodded. "Yes, Star, I do. I used to use Halt, Hoot, Heart to solve my problems, but now I need something different. What should I do?"

The Star twinkled thoughtfully and then said, "I have a new strategy for you. It's called S.T.A.R., and it will help you see things more clearly."

Ollie's eyes widened with curiosity. "S.T.A.R.? What does that mean?"

The Star explained, "S.T.A.R. stands for Stop, Think, Act, Reflect. Here's how it works:

- S is for Stop. Stop what you're doing and take a deep breath.
- T is for Think. Think about how you can solve your problem by brainstorming ideas.
- A is for Act. Choose the best idea and try it out.
- R is for Reflect. Reflect on how things worked out and what you learned."

Ollie nodded, feeling a sense of relief. "Thank you, Star. I think I can do that."



With the Star's advice in mind, Ollie took a deep breath and stopped worrying. He thought about different ways to solve the problem with Benny. After some thinking, he decided to suggest that they split the blueberries in half—eating one half now and saving the other half for later.

Excited to try out his idea, Ollie thanked the Star and flew back down to the forest floor. He found Benny by the blueberry bush and explained his plan.

"Benny, how about we eat half of the blueberries now and save the rest for later? That way, we can enjoy them twice!"

Benny thought about it and then smiled. "That sounds like a great idea, Ollie!"

The two friends happily shared the blueberries, enjoying their sweet, juicy flavor. Afterward, Ollie reflected on what had happened. He felt proud of himself for finding a good solution and realized how helpful the S.T.A.R. strategy was.

A few days later, Ollie noticed that Betty the Beaver seemed unusually quiet. Betty was usually cheerful and busy building dams, but today she looked sad. Ollie decided to talk to her.

"Hi Betty, is something bothering you?" Ollie asked gently.

Betty sighed. "Well, yes. I saw Harriet the Hare win the Forest Jumping Contest yesterday. Everyone cheered for her, and I felt...jealous. I know I shouldn't feel this way, but I can't help it."

Ollie remembered the S.T.A.R. strategy and thought it might help Betty. "Betty, let's try the S.T.A.R. strategy together. It might help you feel better."

Betty nodded, willing to try anything to shake off her jealousy.

"First, let's Stop and take a deep breath," Ollie suggested.

Betty took a deep breath, feeling a little calmer.

"Now, let's Think. What can you do to feel better about this situation?" Ollie asked.

Betty thought for a moment. "Well, I could congratulate Harriet and tell her she did a great job. Maybe I could even ask her for some tips on jumping. And I could focus on my own strengths, like building dams."

"Great ideas! Now it's time to Act*," Ollie encouraged.

Betty found Harriet and gave her a big smile. "Congratulations, Harriet! You were amazing in the contest. Could you show me some of your jumping techniques?"



Harriet beamed with pride. "Of course, Betty! And I always admire your dam-building skills. Maybe we can teach each other!"

Betty felt a weight lift off her shoulders. She was no longer jealous and instead felt excited to learn something new from Harriet. Later, she and Harriet spent time together, jumping and building, and both felt happy and appreciated.

Finally, Ollie reminded Betty to Reflect. "How did things work out, Betty?"

Betty smiled. "Much better! I feel proud of myself for congratulating Harriet and asking for her help. And it felt good to focus on my strengths too."

Ollie and Betty shared a high-five, knowing the S.T.A.R. strategy had worked again. Betty thanked Ollie for his help and promised to use the strategy whenever she faced a problem. From that day on, Ollie and his friends used the S.T.A.R. strategy whenever they faced a problem. They felt more confident and capable of handling any challenge that came their way. And whenever they looked up at the night sky, they remembered the wise Star who helped them see things more clearly.

And so, Ollie the Owl learned a valuable lesson about growing up and finding new ways to handle life's challenges. He knew that with the S.T.A.R. strategy, he and his friends could face any problem with confidence and wisdom.

After Story Questions:

- What are some other problems Ollie and his friends might face where they could use the S.T.A.R. strategy?
 - This encourages students to think of real-world applications.
- How is the S.T.A.R. strategy different from just reacting right away?
 - Guide students to reflect on the benefits of thinking before acting.
- What do you think would have happened if Ollie didn't stop and think before talking to Benny?
 - This question allows students to consider the consequences of not using the strategy.
- When you feel upset or frustrated, what helps you calm down like Ollie did?



- Help students identify personal strategies to use along with S.T.A.R.
- How do you think the S.T.A.R. strategy could help you in situations at school or with friends?
 - Encourage students to connect the strategy with their everyday lives.
- What do you think Ollie learned from using the S.T.A.R. strategy? How about Betty?
 - Reinforce the idea that reflection helps us grow and learn.
- Can you think of a time when you acted without stopping to think? What might have happened if you used the S.T.A.R. strategy?
 - Encourage self-reflection to personalize the strategy's importance.
- Which step in the S.T.A.R. strategy do you think is the most important? Why?
 - This helps students prioritize and understand the different components of problem-solving

Connect Back to the Lesson Teacher Script:

- “Remember, just like Ollie learned in the chapter, we can use the S.T.A.R. Strategy for when we need to problem solve.”

Do an Activity (15 minutes each)

S.T.A.R. in Action Outline:

- Present different scenarios for students to solve using the S.T.A.R. strategy. For example:
 - "Your friend is upset because you accidentally knocked over their block tower. What do you do?" "You and your friend both want to play with the same toy. What do you do?"
- Walk through each scenario by guiding students through the S.T.A.R. steps:
 - Stop: Have students take a deep breath.
 - Think: Ask students to brainstorm possible solutions.
 - Act: Choose one of the solutions and act it out as a class.
 - Reflect: Discuss how it went—“Did the solution work? Why or why not?”



Activity 1: S.T.A.R. in Action

- Sharing Snacks:
 - "You brought your favorite snack to school, but your friend asks if they can have some. You don't have much left, and you're not sure what to do. What can you do?"
- Playground Problem:
 - "You and your friend both want to play on the same swing during recess, but there's only one available. How can you handle this situation?"
- Accidentally Hurting a Friend:
 - "You were playing tag, and you accidentally bumped into a friend, knocking them down. They seem upset. What do you do next?"
- Feeling Left Out:
 - "Your two friends are talking and making plans without including you. You feel left out and sad. How can you handle your feelings and talk to them?"
- Lost a Game:
 - "You played a game during gym class, and your team lost. You feel frustrated and want to complain about it to your classmates. What should you do?"
- Homework Conflict:
 - "You promised to help your sibling with their homework, but now your favorite TV show is on. How can you make a good decision about what to do?"
- Group Project Disagreement:
 - "You're working on a group project, and one classmate wants to do the project one way, but you think a different way is better. How can you solve this problem?"



- Dealing with Jealousy:
 - "Your friend just got a new toy, and you feel jealous because you've wanted the same one for a long time. What should you do to feel better?"
- Being Teased:
 - "Some classmates are teasing you about your shoes. You feel hurt and angry. What can you do in this situation?"
- Friend Not Listening:
 - "You've been telling your friend a story, but they keep interrupting and not listening. How can you use S.T.A.R. to handle your frustration?"

End of Activity

- "Great job using the S.T.A.R. strategy! Now you know how to handle problems like Ollie and his friends."
- These scenarios are designed to encourage you all to think about how to apply the S.T.A.R. strategy in real-life situations, helping them manage emotions, make thoughtful decisions, and interact positively with others."

Activity 2: S.T.A.R. Relay Game:



- Students will practice the S.T.A.R. strategy by working together in teams to complete a relay race that incorporates each step of the S.T.A.R. process.
 - Divide the class into small teams (4-5 students per team).
 - Place the Stop, Think, Act, and Reflect signs in different areas of the classroom or playground.
- At the Stop station, have students begin the relay race. Place scenario cards at the Think station.



Introduce the Craft Activity Teacher Script:

- “Now we are going to play a game called S.T.A.R. Relay.”
- Explain to the students that they will race from one station to the next, completing one step of the S.T.A.R. strategy at each station.

Materials and Instructions:

- Each team starts at the Stop station. When the teacher says “Go,” the first student on each team will:
 - Stop: Start by taking a deep breath at the first station, then move to the next.
 - Think: At the Think station, the student will pick a scenario card, read it out loud (or have a teacher read it if necessary), and brainstorm aloud what they could do to solve the problem.
 - Act: At the Act station, the student will choose the best solution from the ideas they thought of and act it out. The acting can be a simple, quick gesture or verbal statement that shows how they would solve the problem.
 - Reflect: At the Reflect station, the student will think out loud or share with a teammate what they learned from the situation and how it worked out.

Once they finish all four stations, they hand the object to the next teammate in line, who repeats the process.

Friendly Reminder:

- “The goal is for each team to complete the full S.T.A.R. relay. However, the winning team is not necessarily the fastest. After all students complete the relay, discuss as a class how each team did. Celebrate thoughtful and creative solutions instead of speed.”

Activity Wrap Up:

- “Great job, everyone! You all did a fantastic job using the S.T.A.R. strategy to solve problems. Now, let's talk about what we learned. Did anyone come up with a really



good solution that they'd like to share? How did it feel to Stop, Think, Act, and Reflect before making a decision?"

- Reflection Questions:
 - Which part of the S.T.A.R. strategy was the hardest for you to use during the game?
 - How did thinking before acting help you solve your problem?
 - Did you notice any differences in how each team solved their problem? What were some creative ideas?

Wrap Up the Lesson (5 minutes)

Review and Reflection Overview:

- Have students return to their desks.
- Review what they learned about the S.T.A.R. Strategy.

Review and Reflection Teacher Script

1. **Reflection:**
 - "Let's come back together to talk about what we learned today."
2. **Summarize Key Points:**
 - "Today, we learned about a great way to solve problems—the S.T.A.R. strategy! Just like Ollie and his friends, you can use this to help you in difficult situations. Remember to Stop, Think, Act, and Reflect whenever you face a problem. I'm so proud of how well you all did today. Who feels like they can use the S.T.A.R. strategy next time they have a problem?"
3. **Conclude with Positive Reinforcement:**
 - "Before we finish, let's all take a deep breath together and say the steps of S.T.A.R. out loud: Stop, Think, Act, Reflect!"



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 Caregiver,

Today in class, we learned a special strategy to help us solve problems, just like Ollie the Owl from Whispering Woods! We read a story called *Ollie Meets the Star*, where Ollie learns the S.T.A.R. strategy: Stop, Think, Act, and Reflect.

The S.T.A.R. strategy helps children slow down and think about their choices before they act, and then reflect on how things went. We practiced this strategy together, and your child even created a S.T.A.R. chart to remind them of these important steps.

Here's how the strategy works:

- ★ Stop: Take a deep breath when you face a problem.
- ★ Think: Consider different ways to solve the problem.
- ★ Act: Try out the best solution.
- ★ Reflect: Think about how things turned out and what you learned.

Ask your student about Ollie the Owl and the S.T.A.R. strategy! We encourage you to practice using the S.T.A.R. strategy at home when your child encounters a problem. It's a great way to help them become more thoughtful and independent problem-solvers!

Sincerely,



Sample Classroom Poster





S.T.A.R. RELAY GAME



Your friend knocked over your art project by accident, and you feel angry. What can you do?



S.T.A.R. RELAY GAME



You and your sibling both want to play a video game, but there's only one controller. How can you solve this problem?



S.T.A.R. RELAY GAME



Your classmate didn't invite you to their birthday party, and you're feeling hurt. What should you do?



S.T.A.R. RELAY GAME



You accidentally spilled water on your friend's homework, and they're upset. What is your next step?



S.T.A.R. RELAY GAME



Your classmate is bragging about winning a race, and it's making you feel jealous. How do you handle this?



S.T.A.R. RELAY GAME



You are feeling nervous about your spelling test next week. What could you do about this?



S.T.A.R. RELAY GAME



You wake up late for school and realize you did not do your homework. How do you handle this?



S.T.A.R. RELAY GAME



You want to go on the swings but your friend is swinging. How do you handle this?



S.T.A.R. RELAY GAME



You and your friend both want the last cookie left. How do you handle this?



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