

Ollie the Owl Learns About Feeling Confused

Lesson Objective:

Students will identify the feeling of confusion and practice calming strategies, asking for help, and trying new solutions to manage confusion through storytelling, collaborative play, and role-playing activities.

Materials Needed:



- The story “*Ollie the Owl Learns About Feeling Confused*”
- The song “*Ollie the Confused Owl*”
- Ollie’s Wise Choices Poster
- Paper and pencils, crayons and markers, stapler/glue stick
- Activity 1- Role-Play
- Activity 2- Confusion Stations worksheets
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion on the feeling of confusion.

Greeting and Circle Time Teacher Script

- **Warm Welcome and Opening Discussion:**
 - "Today, we are going to talk about something that everyone feels sometimes."
 - (Allow children to share their thoughts and gently encourage anyone who may feel hesitant to participate.)
- **Discussion Starter**
 - "Have you ever felt confused before? Maybe you were trying to do something new, and you just didn't know what to do."
(Wait for a few children to raise their hands or share their experiences.)
 - "Feeling confused means we aren't sure what to do next, and that can make us feel a little worried, right? But guess what? Confusion is normal, and today, we're going to learn how to handle it together. You might even feel a little excited because solving confusion can feel like solving a puzzle! Are you ready?"

Read the Story (15 minutes)

Story Time Outline:



- Read the story “*Ollie the Owl Learns About Feeling Confused*” aloud to the class
- Engage the children by asking questions during key parts of the story

Story Time Teacher Script:

Prepare the Students for the Story:

"Now, we're going to read a story called 'Ollie the Owl Learns About Feeling Confused.' Let's find out how Ollie the Owl learns to handle confusion!"

(Read the story aloud, pausing at key moments to ask questions and engage the children.)

- **Read the Chapter with Emphasis on Key Moments:**
 - **While reading**, pause during key moments.
 - **Ask Questions:**
 - What color is the sky today in Ollie's forest?
 - How do you think Ollie is feeling when he sees his friends playing?
 - What does Ollie do when he feels confused?
 - Who comes to talk to Ollie when he's sad?
 - What does Grandma Owl say about feeling confused?
 - Can we all take a breath like Ollie did? Let's try together!
 - What does Ollie ask his friends when he joins them?
 - How do Benny and Harriet help Ollie?
 - What game are they playing with jumping and spinning?
 - Who teaches Ollie how to count in the next game?

Ollie the Owl Learns About Feeling Confused

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.

But one fine day, with skies so blue,
Ollie felt confused; he didn't know what to do.
His friends were playing a brand-new game,
And Ollie couldn't remember the name.

He watched them jump and hop around,
But couldn't understand; he felt so bound.
"What should I do?" Ollie sighed,
As he sat on a branch, and almost cried.

Grandma Owl, so wise and sweet,
Came to Ollie's special seat.
"Ollie dear, why so blue?
Feeling confused is normal too."

"Sometimes things can seem unclear,
And that can bring a little fear.
But take a breath, calm your mind,
Answers are what you will find."

Ollie nodded, feeling better,
Ready to face the confusing fetter.
He took a breath, nice and slow,
And felt his worries start to go.

He flew down to where his friends did play,
Feeling brave, ready to say,
"Can you help me understand?
I'm feeling confused, can you lend a hand?"

Benny the Bear gave a friendly grin,
"Of course, Ollie, come join in!
We're playing a game called Jump and Spin,
We'll show you how, where to begin."

Harriet the Hare hopped up so high,
"First, you jump and touch the sky!
Then you spin around with glee,
It's really fun, just watch and see!"

Ollie watched, and then he tried,
With Benny and Harriet by his side.
He jumped and spun, laughed with cheer,
The confusion started to disappear.

Next, they played a counting game,
Buzz the Bee explained the aim.
"One, two, three, count with me,
We'll have fun, you'll see."

Ollie counted, one, two, three,
With Buzz and friends, he felt so free.
The confusion faded; now he knew,
How to handle things that felt askew.

Sometimes feeling confused is okay,
Just take a breath and find your way.
Ask for help, friends are near,
They'll guide you through, erase your fear.

Ollie learned that day so bright,
That feeling confused can be alright.
With Grandma's wisdom and friends so true,
He found the way to see it through.

So remember, Ollie, wise and kind,
Who learned to calm his busy mind.
When things seem mixed up, don't feel blue,
Take a breath, and you'll get through.

Ollie the Owl, with heart so light,
Faced confusion, day and night.
With every challenge, big or small,
He knew he could handle them all.

- **Post-Chapter Teacher Script**
- **Teacher:** “Great listening, everyone! Today we learned that feeling confused is something that happens to all of us—even Ollie the Owl! When we feel unsure or don’t understand something, we can stop and take a deep breath, just like Ollie did. Then, we can ask for help from someone we trust. And when a friend feels confused, we can be kind and help them too. Remember, confusion doesn’t last forever—asking for help helps it go away!”

4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- What does it mean to feel confused?
- Have you ever felt confused like Ollie? When?
- What helped Ollie feel better when he was confused?
- Who did Ollie ask for help?
- What did Grandma Owl tell Ollie to do first when he felt confused?
- How did Ollie’s friends make him feel included?
- What did Ollie learn about asking questions?
- Why is it okay to feel confused sometimes?
- What can you do the next time you feel confused or stuck?
- How can you help a friend who feels confused?

Sing the Song (10 minutes)



- Teach the children the *Ollie the Confused Owl* song
- Sing the song together a few times, encouraging the children to join the actions.

“Sometimes we all feel a little confused, like when we don’t understand something, or our brain feels jumbled. Today, we’re going to sing a song about how Ollie the Owl feels confused, and how he learns to slow down, ask for help, and feel better. As we sing, we’ll use some fun hand motions to help us remember what to do when we feel confused, too!”

[Verse 1]

Ollie the Owl flies through the night,
Wings stretched wide in the pale moonlight.
He searches for answers in the sky,
But questions swirl as he flies by.

Flap hands
Stretch arms wide
Hand shade eyes

[Verse 2]

With eyes so round, he sees so far—
The tallest trees, a shooting star.
But sometimes thoughts don't feel quite clear.
Like flying through a cloud of fear.

Cup hands around eyes
Reach arms up tall,
Tap forehead with finger

[Chorus]

Feeling stuck, can't find his way,
Thoughts all tangled, skies turn gray.
Mind's a maze, can't find the spot,
Ollie wonders, "What have I forgot?"

Shrug shoulders

Hold hands out in front, palms up

[Verse 3]

What to do when your thoughts feel tight?
Take a breath, don't rush the flight.
Pause a moment, calm your mind,
Look around, and help you'll find.

Shrug shoulders
Deep breath

Cup hands around eyes

[Bridge]

He soars above with a peaceful glide,
The stars now twinkle, fears subside.
Confusion lifts with the morning sun,
Ollie smiles—the storm is done.

Flying arms
Wiggle fingers like twinkling stars

Big smile

[Verse 4]

A note from friends, a gentle guide,
Leads him through with hope inside.
It's okay to feel unsure today—
Even owls get lost on the way.

Palm over heart
Thumbs up
Flap hands

Song Wrap-up

"Great job, everyone! That song helped us see that even Ollie the Owl feels confused sometimes, but he takes a breath, asks for help, and keeps going. That's what being brave and smart is all about—knowing it's okay to feel mixed up and learning how to get through it. Next time you feel confused, just remember to stop, breathe, and ask someone you trust. You've got this!"

Do an Activity (20 minutes)

- **The students will** explore and express feelings of confusion through interactive games and role-play, practicing calming strategies and learning how to ask for help and solve problems with support from others.

Please choose from the following 2 activities:



Activity 1: Role-Play Scenarios(15 minutes)

Introduce Activity

"Now we're going to do some role-playing! That means we'll pretend to be in different situations where we might feel confused. Then, we'll practice asking for help and staying calm."

Activity Instructions

Example Scenario:

"I need a volunteer. Let's pretend you are at the library looking for a book, but you just can't find it. What could you do?"

(Guide the child to act out the scenario, asking for help from a pretend librarian or friend.)

Teacher:

"That's right! You can ask a librarian or a friend to help you find the book. Great job!"

"Remember, it's okay to feel confused. The important thing is to stay calm, take a breath, and ask for help when you need it. Now let's try another scenario!"

(Continue with other scenarios, allowing different children to participate.)

Additional scenarios to choose from:

2. Solving a Simple Math Problem

- Scenario: A child is trying to solve a basic addition problem but feels stuck.
- Solution: Take a deep breath, look at the problem again, and ask the teacher or a classmate for assistance.

3. Learning a New Game

- Scenario: A child is learning the rules of a new game but doesn't understand them fully.
- Solution: Listen carefully, ask questions, and seek clarification from peers or the teacher.

4. Following Directions in Art Class

- Scenario: A child is confused about the steps to complete an art project.
- Solution: Raise a hand to ask the teacher to repeat the instructions or demonstrate again.

5. Navigating a New Playground

- Scenario: A child is unfamiliar with a new playground and doesn't know where it's safe to play.
- Solution: Ask a teacher or a friend to give a tour and explain the playground rules.

6. Packing a Backpack

- Scenario: A child is confused about what items to pack in their backpack for school.
- Solution: Make a checklist with a parent or ask an older sibling for help.

7. Understanding a Story

- Scenario: A child is reading a story but gets confused about the plot.
- Solution: Ask the teacher or a friend to summarize the story or explain the confusing parts.

8. Participating in a Science Experiment

- Scenario: A child is confused about the steps of a simple science experiment.
- Solution: Ask the teacher to go over the steps again and observe how others are performing the experiment.

9. Choosing the Right Color for a Drawing

- Scenario: A child is unsure which colors to use for a drawing.
- Solution: Ask a classmate for suggestions or look at examples for inspiration.

10. Understanding a Classroom Routine

- Scenario: A child is confused about the daily classroom routine (e.g., when to line up, when to clean up).
- Solution: Ask the teacher or a peer to explain the routine again and watch how others follow it.

"Remember, it's okay to feel confused. The important thing is to stay calm, take a breath, and ask for help when you need it. Now let's try another scenario!"



Activity 2: Confusion Stations (15 minutes)

Introduce Activity

“Today, we’re going to do something really fun and a little tricky... we’re going to visit *Confusion Stations!* These stations have puzzles and games that might make you feel a little confused at first, and that’s okay! Just like Ollie the Owl, we’re going to practice slowing down, breathing, and asking for help when we need it.”

Activity Instructions

“Sometimes, our brain gets a little mixed up. These games will help you practice figuring things out even when it feels hard. If something is confusing, you can take a deep breath, think it through, and even ask a friend or a teacher to help you. That’s being a problem solver!”

*Copy the worksheets, cut them in half, and place the halves at the appropriate stations.

Walk around to each station and give a **short explanation** of what students will do there. Point to visuals and keep it simple:

- **Station 1: Which One Doesn’t Belong?**
“Here you’ll look at pictures and circle the one that’s different. Can you figure out which one doesn’t belong?”
- **Station 2: Silly Shadow Match**
“Here you’ll match each object to its correct shadow. Look closely—they’re a little tricky!”
- **Station 3: What Comes Next? Pattern Puzzle**
“This station is all about patterns. You’ll guess what comes next in the row.”
- **Station 4: Fix the Mixed-Up Picture**
“These pictures are out of order! Cut and paste them in the right order to fix the story.”

- “Remember: It’s okay to feel confused. That’s how we learn! You can try more than once, talk with your friends, or ask for help. You do *not* need to get everything right—you just need to *try* and have fun!”

You can either:

- Divide the class into 4 small groups and assign each group to a station.
- Let children rotate freely after a few minutes (depending on your class and time).

Let students spend time at each station. You or another adult can walk around offering encouragement, prompting use of problem-solving strategies, or helping them “HALT-HOOT-HEART” if they seem frustrated.

💬 Try encouraging phrases like:

- “Take a deep breath like Ollie!”
- “It’s okay to feel stuck—let’s think together.”
- “You’re being a great problem solver!”

“Let’s come back together in our circle. Raise your hand if one of the stations made you feel confused at first. What did you do to help yourself figure it out? What did you learn about being brave when things feel tricky?”

Encourage 2–3 students to share and praise their persistence.

Wrapping it Up

Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- After students complete their reflections, invite volunteers to share what they learned from their reflections.
- Encourage students to continue using the strategy in their daily lives



Review and Reflection Teacher Script

1. Gather in a Circle for Reflection:

- "Let's all come back together in a circle."

2. Closing

- "Feeling confused can make us feel a little nervous or unsure. But it's okay to feel that way! When you were confused during the activity today, what did you do to handle the situation?"
- (Encourage children to respond. Look for answers like "I asked a friend for help," "I took a breath," or "I listened again.")

"That's right! Asking for help and taking a breath are great ways to handle confusion. And I noticed some of you even helped each other during the activity. How did it feel to help someone else when they were confused?"

- (Wait for responses such as "It felt good" or "I liked helping.")
- "Helping others feels great, doesn't it? And the best part is, when we help others, we can also learn new things ourselves! Just like Ollie's friends helped him, you all showed how we can work together to solve problems."

Home Connection Letter

1. Sending Information Home:

- "Before you go, I have a letter for you to take home that explains what we learned today in class."
- Hand out the letters as the children prepare to leave.

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Families,

Today in class, we learned about handling the feeling of confusion through the story "Ollie the Owl Learns About Feeling Confused."

This story teaches children that feeling confused is normal and that there are ways to manage and overcome it.

Here's what we learned:

- Understanding Confusion: Recognizing the feeling of confusion and knowing it's okay.
- Asking for Help: Learning to seek assistance from friends and adults when feeling confused.
- Calming Techniques: Practicing taking deep breaths to calm the mind and find solutions.

We practiced these concepts through Confusion Stations and/or Role-Playing Scenarios.

You can help reinforce this at home by encouraging your child to talk about times when they feel confused and guiding them on how to seek help and stay calm.

Thank you for your support!

With gratitude,



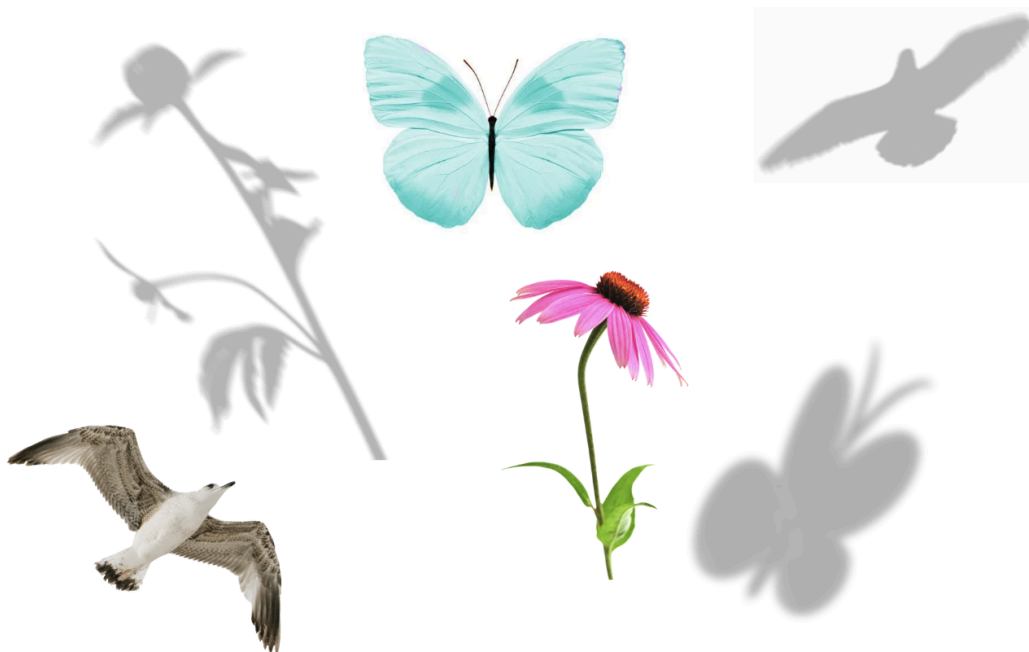
Confusion Stations #1

Which One Doesn't Belong



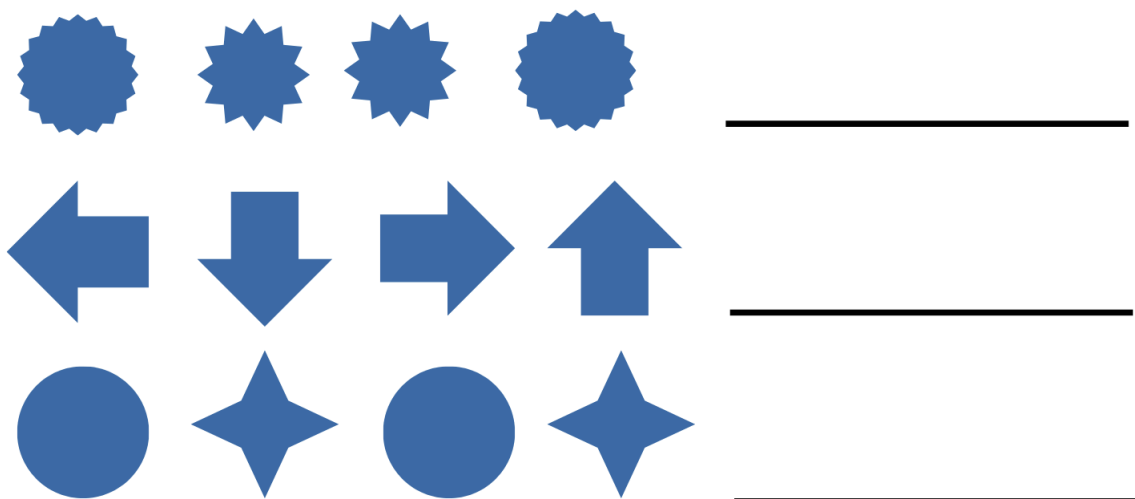
Confusion Stations #2

Silly Shadow Match



Confusion Stations #3

What Comes Next?



Confusion Stations #4

Fix the [] Picture

