

# Ollie's Awakening

## Lesson Objective

Students will explore the themes of self-awareness and appreciating unique qualities in themselves and others through a story about Ollie's transformation. They will learn how recognizing their strengths and the strengths of others fosters a positive sense of self and community.

## Materials Needed:



- Copy of Book 1, Chapter 2: Ollie's Awakening
- Whiteboard/Markers
- Paper and pencils, crayons and markers
- Activity 1 - Self-portrait Handout
- Activity 2 - Bingo cards
- Home Connection Letter

## Introduction to the Topic (10 Minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss things that make us special.

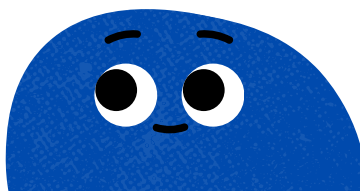
## Greeting and Circle Time Teacher Script

### 1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today we're going to talk about something really special—what makes each of us unique! Have you ever thought about what makes you different from your friends or family, and why that's something to celebrate? We'll read a story about Ollie the Owl, who wakes up one day as a boy, and he learns something amazing about himself and his friends. By the end of our lesson, you'll learn how to appreciate the unique things that make YOU special, too!"
- Wait for the children to settle.

### 2. Discussion Starter

- "What are some things that make you unique? Maybe you're really good at drawing, or maybe you're great at helping others. What are some things you love about yourself?"
- Wait for a few children to respond and acknowledge their answers.
- "Self-awareness is all about knowing what makes you who you are—what makes you special and different from everyone else. Today, we're going to see how Ollie and his friends learn about what makes them unique."



## Read the Story (15 Minutes)

### Story Time Outline



- Read chapter 2 aloud. Encourage students to follow along, paying attention to how the characters weigh short-term fun versus long-term outcomes.
- Ask questions during key parts in the story.

### Story Time Teacher Script:

#### 1. Prepare the students for the story:

- "This is the second chapter in Book 1 of our Ollie and Friends Chapter book series. Now, let's dive into our story! As I read, think about how Ollie and his friends discover what makes them special."
- " (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

#### 2. Read the story with emphasis on key moments:

- While reading, pause during key moments to ask the following questions:
  - When Ollie first wakes up and realizes he's a boy, how do you think he feels?
    - Encourage students to think about how unexpected change can feel confusing or exciting.
  - Why do you think Ollie feels the need to check the mirror? What does he expect to see?
    - This helps students explore Ollie's curiosity and self-awareness.
  - Ollie recognizes his friends, even though they aren't animals anymore. What clues helped him know it was still them?
    - Guide students to notice how Ollie's friends still have their same personalities, even though they've changed.
  - Why do you think Ollie noticed something special about each of his friends?
    - This encourages students to focus on how Ollie sees the positive qualities in others.

## Ollie and Friends Book 1 Chapter 2: Ollie's Awakening

Ollie the Owl nestled himself into the cozy nook of his tree, feeling content after another day of learning and helping his friends. As the moonlight gently filtered through the leaves, Ollie's eyes grew heavy. He closed them, ready to drift off into a peaceful sleep, not knowing that tonight would be different from any other night he'd ever had.

When Ollie opened his eyes again, something felt...odd. The familiar rustle of leaves and the soft hoots of the night were gone. Instead, he felt the warmth of soft blankets around him and heard the distant hum of morning birds chirping. Ollie blinked and looked around. He wasn't in his tree anymore; he was in a room, a real room, with walls painted a soft blue and sunlight streaming through the windows.

Ollie sat up, feeling a bit disoriented. He lifted his hands to rub his eyes—and froze. Hands? Ollie looked down at himself and saw that he was no longer covered in feathers. Instead, he had arms, legs, and fingers! He was a boy, a real boy!

"Was it all a dream?" Ollie whispered to himself. "Was I never an owl?"

He quickly scrambled out of bed and rushed to the mirror hanging on the wall. Staring back at him was a young boy with bright, curious eyes, tousled brown hair, and a slight smile. He looked like Ollie felt—wise, kind, and just a bit mischievous.

Before he could make sense of it all, Ollie heard a gentle knock on his door. "Ollie, time to get up! Breakfast is ready," called a warm voice. It was his mom.

"Coming, Mom!" Ollie replied, still amazed by his own voice—no longer a hoot, but a real, human voice. He hurried to get dressed and rushed downstairs, where the smell of pancakes greeted him.

In the kitchen, Ollie's mom was flipping pancakes on the stove, his dad was reading the newspaper, and his grandma was knitting by the window. Everything felt so familiar, yet so new. As he sat down at the table, he couldn't shake the feeling that something had changed—something important.

After breakfast, Ollie decided to head outside to the playground, a place he somehow knew he would find his friends. As he walked down the familiar path, memories of his time as an owl began to blur and fade, replaced by the thoughts and experiences of Ollie the boy.

When he reached the playground, he saw his friends—Harriet, Betty, Benny, Buzz, and Sammy—playing together. But just like him, they were no longer animals; they were children, each unique in their own way.

Harriet was now a lively girl with quick feet and a love for racing. She had the same boundless energy she had as a hare, always ready for a new challenge. Betty, who was once a beaver, was a thoughtful girl who loved building things—sandcastles, forts, anything that required creativity and patience. Benny, the bear, was a strong and gentle boy, always ready to lend a helping hand. Buzz, who was once a bee, was a small but bright boy, buzzing with ideas and always eager to learn. And Sammy, the squirrel, was a playful and curious boy who loved to climb and explore.

## Ollie and Friends Book 1 Chapter 1: Ollie Meets the Star

Ollie smiled as he approached them, feeling a sense of warmth and belonging. "Hi, everyone!" he called out.

"Ollie!" they all shouted in unison, running over to greet him. It was as if they had always been this way—as if they had always been children.

As they gathered together, Ollie noticed something special about each of his friends, something that made them who they were. It reminded him of what the Star had taught him in his dream about self-awareness and recognizing what makes each of us unique.

"Hey, you know what?" Ollie began, looking at each of his friends. "I think we're all pretty amazing just the way we are."

Harriet grinned. "You're right, Ollie! I love that I can run so fast and that I'm always up for a race. It makes me feel strong and confident."

"And I love how I can build things," Betty added. "I can make something out of nothing, and that makes me feel creative."

Benny nodded thoughtfully. "I like that I'm strong and can help others. It makes me feel useful and kind."

Buzz, with his ever-buzzing mind, chimed in, "I love thinking up new ideas and learning new things. It makes me feel smart and curious."

"And I love exploring and finding new places to climb," Sammy said with a big smile. "It makes me feel adventurous and brave."

Ollie felt a warm glow inside. "And I think I love how I can bring us all together. I like being thoughtful and helping everyone figure out what to do next."

As they continued to play and talk, Ollie realized that even though they were no longer animals, they still had the same qualities that made them special. Each of them had something unique to offer, and together they made a perfect team.

When Ollie went home later that day, he reflected on what he had learned. He realized that being self-aware—knowing who you are and what makes you unique—was incredibly important. It was like having a little treasure inside that no one else could take away.

As he sat down to dinner with his mom, dad, and grandma, Ollie felt grateful for the dream he had as an owl and even more grateful for waking up as Ollie the boy. He knew that no matter what challenges came his way, he had something special inside him—just like his friends—that would help him through.

And so, Ollie's journey continued, not as an owl, but as a boy who understood the power of being himself and appreciating the uniqueness in others. With his family by his side and his friends to share in the adventure, Ollie knew that this was just the beginning of many new and exciting stories to come.

### 3. Post-Story Teacher Script

“Wow! I bet you guys didn’t see that coming! Ollie the Owl and his friends have turned into children! Or more accurate, they were always children but being an owl was just a dream for Ollie.”

### 4. Post-Chapter Questions:

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

- What do you think Ollie learned about himself and his friends by the end of the story?
  - This question reinforces the main theme of self-awareness and the appreciation of others.
- Why is it important to know what makes you special, like Ollie and his friends did?
  - Encourage students to think about the value of self-awareness and self-acceptance.
- How can recognizing your own strengths help you when you face challenges?
  - Help students understand how self-awareness can make them feel more confident and capable.
- What are some ways we can show our friends that we appreciate what makes them unique?
  - This encourages students to think about how to support and celebrate their peers.
- Can you think of a time when you felt proud of something you did? How does that connect to Ollie’s story?
  - This encourages personal reflection and connection to the theme of self-awareness.
- Why is it important to appreciate differences in others, like Ollie did with his friends?
  - Guide students to see the value of diversity and how it strengthens relationships.
- If you were one of Ollie’s friends, what would your special quality be?
  - This helps students connect with the story by reflecting on their own strengths.
- How do you think Ollie’s story will continue? What new adventures might he have now that he’s a boy?
  - This encourages imagination and creative thinking while reinforcing the themes of the story.

## Do an Activity (20 Minutes)



### Activity 1: What Makes Me Unique (15 Minutes)

#### Introduce the Activity

- "Now that we've learned about Ollie and his friends, let's take a moment to think about ourselves. What makes each of us special? We're going to do an activity where we celebrate the things that make us unique."

#### Activity Instructions

- Ask students to draw a self-portrait in the middle of their paper, hand out the Self Portrait handout
- Around the portrait, have them write or draw at least three things that make them special. Encourage them to think about skills, personality traits, or things they enjoy doing.
  - For example, they could write "I'm kind," "I'm great at math," or "I help my friends when they need me."
- After the drawings are complete, ask students to share one or two things that make them special with the class.

## Activity 2: Unique Friends Bingo (15 Minutes)

### Introduce Activity

- "Now that we've thought about what makes each of us special, it's time to learn what makes our friends special too! We're going to play a game called 'Unique Friend Bingo' to see how different and wonderful everyone in our class is!"

### Activity Instructions

- Hand out bingo cards. Have the students write a different statement in each square such as:

- |                                    |                                    |
|------------------------------------|------------------------------------|
| - Is good at drawing               | - Loves to cook or bake            |
| - Loves animals                    | - Can speak more than one language |
| - Enjoys reading books             | - Enjoys science experiments       |
| - Can ride a bike                  | - Is good at organizing            |
| - Is good at math                  | - Loves to write stories           |
| - Has a pet                        | - Is kind to others                |
| - Loves to help others             | - Has a unique hobby               |
| - Can whistle                      | - Loves to dance                   |
| - Has traveled to another state    | - Enjoys playing video games       |
| - Enjoys solving puzzles           | - Has been camping                 |
| - Can play a musical instrument    | - Is good at remembering things    |
| - Is good at sports                | - Loves to paint or color          |
| - Loves to sing                    | - Is very patient                  |
| - Can do a cartwheel               | - Enjoys gardening                 |
| - Has siblings                     | - Loves playing outside            |
| - Likes building things            | - Is great at sharing              |
| - Can recite a poem                | - Enjoys making crafts             |
| - Has a green thumb (loves plants) | - Is good at public speaking       |
| - Enjoys swimming                  |                                    |
| - Loves helping with chores        |                                    |
| - Has visited the beach            |                                    |

Students will walk around and talk to their classmates, trying to find someone who matches each description on their bingo card.

When they find a match, they write the name of the classmate in that square. The first student to fill their bingo card yells, "Bingo!"

After a winner is declared, keep the game going until everyone has had a chance to fill out most of their card.

**Reflection:**

- "Great job using the S.T.A.R. strategy! Now you know how to handle problems like Ollie and his friends."

**Wrap Up the Lesson (5 Minutes)****Review and Reflection Overview:**

- Review what they learned about using the S.T.A.R. strategy
- Ask a few children to share when this might help them.

**Review and Reflection Teacher Script**

- "Look at all the different things we've learned about each other! Just like Ollie and his friends, we all have unique strengths and talents. Let's celebrate the ways we're all different, and how those differences make our class a great team!"

**Home Connection Letter**

1. Sending Information Home:
2. "Before we go, I have a special letter for you to take home to your families. This letter talks about everything we learned today. You can tell your family all about Ollie the Owl and the fun activities we did."
3. Hand out the letters as the children prepare to leave.



## Emozi® Parent Letter

Dear Parents/Guardians,

Today, your child learned about the importance of self-awareness and celebrating what makes them unique! Through the story \*Ollie's Awakening\*, they explored how Ollie and his friends discovered their own strengths and how being self-aware helps us appreciate the qualities that make us special.

In class, your child:

- Created a self-portrait and identified three things that make them unique and/or
- Played a game called "Unique Friend Bingo" to learn more about the unique qualities of their classmates.

We encourage you to ask your child about what makes them special and to celebrate these strengths at home! You can also continue this conversation by talking about what makes each family member unique.

Thank you for your support!

With gratitude,

# ***Unique Friends Bingo***

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***STOP***

*Think*

*Act*

***Reflect***