

Ollie Learns About His Brain

Lesson Objective

Students will learn about how their brain uses concepts and predictions to help them understand and respond to their environment. They will also explore the importance of taking care of their "body budget" to manage their emotions and make better decisions.

Materials Needed:



- Copy of Book 1, Chapter 3: Ollie Learns About His Brain
- Whiteboard/Markers
- Paper and pencils, crayons and markers
- Activity 1 - (no materials needed)
- Activity 2 -(no materials needed)
- 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.

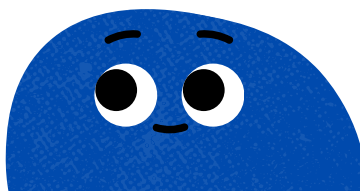
Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to learn something really exciting—how our brains work! Have you ever wondered why you feel the way you do or how your brain helps you figure things out? We're going to read a story about Ollie the Owl, who's also curious about his brain, and by the end of our lesson, you'll have learned some awesome new things about how your brain works, too!"
- Wait for the children to settle.

2. Discussion Starter

- "Have you ever felt angry, tired, or upset and weren't sure why? What do you think your brain is doing when you feel that way?"
- Wait for a few children to respond and acknowledge their answers.
- "Today, we'll learn about two important ideas: *concepts* and *predictions.* Your brain uses concepts—like ideas and memories—to predict what will happen next and how you should feel or act. We'll also talk about your *body budget* and how taking care of your body can help your brain make better predictions."



Read the Story (15 Minutes)

Story Time Outline



- Read chapter 3 aloud. Encourage students to follow along.
- 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:
 - Why is Ollie curious about how his brain works?
 - Help students connect to Ollie's curiosity about feelings and choices.
 - What does Grandma mean when she says Ollie's brain is like a scientist making predictions?
 - Clarify the brain's role in guessing what will happen next.
 - Can you think of a time when your brain made a prediction, like guessing what's for dinner?
 - Encourage students to relate to Ollie's experience.
 - What are concepts, and how does Ollie's brain use them?
 - Reinforce understanding of concepts as learned ideas or memories.
 - How does Ollie's brain know that a ball is something to play with?
 - Explore how the brain uses past experiences to predict actions.
 - What is the 'body budget' that Grandma talks about?
 - Help students understand the body budget as the brain managing physical needs.
 - Why does Ollie feel mad more easily when his body budget is low?
 - Highlight the connection between body needs and emotions.
 - How can the STAR strategy help Ollie when his body budget is low?
 - Discuss how stopping and thinking helps regulate emotions.
 - What advice does Grandma give about helping the brain make better predictions?
 - Emphasize the importance of rest, food, and reflection.

Ollie and Friends Book 1 Chapter 3: Ollie Learns About His Brain

One afternoon, after a fun day of playing with his friends, Ollie sat under a big oak tree in his backyard. He was thinking about something that had been puzzling him. He remembered the STAR strategy and how it helped him make good choices, but he wondered, "Why do I feel the way I do sometimes? How does my brain help me figure things out?"

Just as Ollie was deep in thought, his grandma came out to sit beside him. "What's on your mind, Ollie?" she asked with a gentle smile.

Ollie looked up at her. "Grandma, I've been thinking about how I feel and how my brain works. I want to understand it better."

Grandma nodded. "That's a great question, Ollie! Have you ever heard about how your brain is like a little scientist, always making guesses or predictions?"

Ollie's eyes widened. "Predictions? Like when I try to guess what's for dinner?"

Grandma laughed. "Exactly! Your brain is always predicting what's going to happen next, based on what it knows. Let me tell you a little secret about how it works."

Ollie scooted closer, eager to listen.

"Your brain uses something called *concepts* to make sense of the world," Grandma explained. "Concepts are like ideas or memories that your brain has learned over time. When you see or hear something, your brain quickly checks its collection of concepts to figure out what's going on."

Ollie thought for a moment. "So, if I see a ball, my brain already knows it's something I can play with because I've seen balls before?"

"Exactly!" Grandma said. "And when you feel something, like being excited or nervous, your brain is also using concepts to predict how you should feel based on what's happening."

"But what about when I feel sad or scared?" Ollie asked, wanting to understand more.

"Ah, that's where your *body budget* comes in," Grandma explained. "Your body budget is like a bank account that your brain manages. It keeps track of things like how much sleep you've had, how hungry you are, and whether you're feeling safe and comfortable. When your body budget is balanced, you feel good and can handle things better. But when it's low, like when you're tired or hungry, your brain might predict that you should feel upset or cranky."

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: Brain Prediction Game (15 Minutes)

Introduce the Activity

- "Now that we know how our brain makes predictions using concepts, we're going to play a game called the 'Brain Predictions Game.' In this game, I'll describe different situations, and you'll guess what your brain might predict will happen next!"

Activity Instructions

- The teacher will describe everyday situations, and students will guess what their brain might predict in each scenario.
- "Ok class, I'm going to read out an everyday situation and I want you to write down your guess what your brain might predict in each situation on a piece of paper."
- From the following list, select as many scenarios as you would like:
- You hear your favorite song on the radio. What does your brain predict you might want to do, and how might you feel?
- You see dark clouds in the sky and hear thunder. What does your brain predict will happen next, and how might you feel?
- You smell popcorn coming from the kitchen. What does your brain predict is happening, and how might that make you feel?
- You walk into the classroom and see your teacher holding a stack of papers. What does your brain predict might happen next, and how would that make you feel?
- You hear the school bell ring. What does your brain predict you need to do, and how might you feel about it?
- You see your friend waving at you from across the playground. What does your brain predict you should do, and how might that make you feel?
- You see an empty chair in the classroom where your friend usually sits. What does your brain predict about where they might be, and how does that make you feel?
- You are at the store and see someone holding a basket full of food. What does your brain predict they are about to do, and how might they feel?
- You see a red light at a crosswalk. What does your brain predict will happen next, and how might people around you feel about stopping?
- You hear the doorbell ring at home. What does your brain predict is happening, and how might you feel about it?
- You see a birthday cake with candles on it. What does your brain predict might happen next, and how would you feel during that moment?

Activity 2: Body Budget Challenge (15 Minutes)

Introduce Activity

- "Next, we're going to think about our body budget and how we can keep it balanced. Just like Ollie, when our body budget is low, we might feel upset or cranky. Let's do a 'Body Budget Challenge' to learn how we can take care of ourselves."

Activity Instructions

- The teacher will describe situations where a person's body budget is low, and students will suggest ways to improve it.
- Situations:
- You stayed up late watching TV and didn't get enough sleep. Now you're feeling tired and cranky at school. What can you do to help your body budget?
- You skipped breakfast because you were in a hurry, and now your stomach is growling, and you feel distracted in class. How can you balance your body budget?
- You've been running around on the playground for a long time, and now you're really thirsty and tired. What should you do to restore your body budget?
- You've been working hard on your homework for over an hour without a break, and now you feel frustrated and stuck. How can you take care of your body budget?
- It's a hot day, and you've been outside playing soccer. Now you feel sweaty and overheated. What can you do to improve your body budget?
- You're feeling grumpy and easily irritated with your friends because you didn't get much sleep last night. What can you do to help your body budget?
- You've been sitting in front of the computer for a long time and now feel restless and unfocused. How can you take care of your body budget in this situation?
- You've been playing video games all afternoon, and now your eyes are tired, and you feel sluggish. What can you do to balance your body budget?
- You're feeling nervous about an upcoming test, and it's hard to focus on anything else. How can you take care of your body budget and feel better?
- You skipped lunch because you were busy playing, and now you feel tired and frustrated trying to solve a problem. What should you do to restore your body budget?

Each scenario highlights a different factor (lack of sleep, hunger, thirst, overexertion, etc.) that can affect the body budget. These can lead to discussions about how to balance the body budget by taking care of physical needs and emotions.

- Write student suggestions on the board and explain how each action helps balance the body budget (e.g., eating, resting, using the STAR strategy).
- "By taking care of our body budget, we help our brain feel better and make better predictions, just like Ollie learned!"

Reflection:

- "Great job using our brain's concepts to make predictions and thinking how the body budget affects those predictions."

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

- Review what they learned about concepts and predictions
- Ask a few children to share when this might help them.

Review and Reflection Teacher Script

- "Let's all come back together in a circle. Let's all take a moment to think about one way we can take care of our body budget this week. Who would like to share?"

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 in class, your child learned about how their brain works to help them understand their feelings and make decisions. We read a story called *Ollie Learns About His Brain*, where Ollie learns that his brain makes predictions using concepts and that taking care of his "body budget" helps him manage his emotions.

In class, your child:

- Learned about how the brain uses concepts to predict what will happen next.
- Played a game to practice how their brain makes predictions.
- Explored how taking care of their body budget (through rest, food, and self-care) helps their brain work better.

We encourage you to talk to your child about what they learned today and discuss ways to take care of their body budget at home!

Thank you for your support!

With gratitude,