

Ollie Learns About Responsible Decision-Making

Lesson Objective:

Students will learn about responsible decision-making by using the S.T.A.R. strategy (Stop, Think, Act, Reflect). They will explore how to think through the consequences of their actions before making decisions.

Materials Needed:



- Copy of Book 2, Chapter 5: Ollie Learns About Responsible Decision-Making
- Whiteboard/Markers
- Paper and pencils
- S.T.A.R. Strategy poster
- Activity 1 - S.T.A.R. Decision-Making Role Play
- Activity 2 - Consequence Map worksheet
- 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 the concept of responsible decision-making.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to talk about how we make decisions and why it's important to think about the consequences before acting. Have you ever made a decision quickly, only to realize afterward that it wasn't the best choice? We're going to read a story about Ollie and his friends, and we'll learn how to use the S.T.A.R. strategy to help us make more responsible decisions."
- Wait for the children to settle.

2. Discussion Starter

- "Can you think of a time when you made a decision quickly, and it didn't turn out the way you wanted? What happened?"
- Allow students to share their experiences.

"Today, we'll learn how to use the S.T.A.R. strategy to help us think about the consequences of our actions. By stopping to think before we act, we can make better decisions that we'll feel good about later."

Read the Chapter (15 minutes)

Story Time Outline:



- Read chapter 5 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 fifth chapter in Book 2 of our Ollie and Friends Chapter book series. Let's read the story "Ollie Learns About Responsible Decision-Making". As I read, think about how Ollie and his friends use the S.T.A.R. strategy to help them make a responsible decision."
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
- Why is Ollie unsure about flying the kite?
 - Discuss Ollie's concerns about the wind being too strong.
- What does Buzz want to do with the kite?
 - Highlight Buzz's excitement about flying the kite.
- Why does Ollie suggest using the S.T.A.R. strategy?
 - Explore the importance of thinking before making decisions.
- What are some of the possible consequences if they fly the kite in strong wind?
 - Discuss potential negative outcomes, like the kite getting damaged.
- What are the benefits of waiting for a better day to fly the kite?
 - Focus on the long-term benefits of waiting.

- Why does Betty suggest flying the kite just a little bit to test it?
 - Explore how Betty's idea adds another option to their decision-making.
- How does Ollie help his friends think through the consequences?
 - Highlight how Ollie guides the group through the decision process.
- What does Buzz decide after thinking about the consequences?
 - Discuss how Buzz feels about waiting to fly the kite.
- How does Ollie feel after the group makes a responsible decision?
 - Focus on Ollie's sense of pride in making the right choice.
- What does Grandma mean when she says that their brains are making predictions?
 - Reinforce the idea of the brain predicting outcomes based on past experiences.

Ollie's Odyssey: Chapter 5: Ollie Learns About Responsible Decision-Making

One afternoon, Ollie and his friends gathered at their favorite spot by the big oak tree, excited to play their usual games. But today, something was different. As they were chatting, Buzz excitedly pulled a kite out of his backpack.

"Look what I brought!" Buzz exclaimed, holding up a bright, colorful kite. "I thought we could fly this today!"

Harriet clapped her hands. "That sounds fun!"

But as Ollie looked around, he noticed something—the wind had picked up quite a bit, and the trees were swaying heavily. He thought back to a time when they had flown a kite in strong winds before, and it hadn't gone so well. The kite had torn, and everyone had felt disappointed. "I'm not sure, Buzz," Ollie said, looking at the kite. "The wind seems really strong today. Maybe we should wait for a calmer day."

Buzz frowned. "But I really want to try it now!"

Betty looked thoughtful. "What if we fly it anyway but stay near the trees? That way, if something goes wrong, we can grab it."

"But what if it gets stuck in the branches?" Sammy asked, concerned.

The group realized they had a decision to make. They could fly the kite now, even though it was windy, or wait for a better day. Ollie remembered the S.T.A.R. strategy they had learned and decided it would be a good time to use it.

"Let's use the S.T.A.R. strategy," Ollie suggested. "We'll Stop, Think, Act, and Reflect before we make our decision."

The friends agreed and took a deep breath, calming down to focus on the problem.

"Okay," Ollie continued, "we've stopped, now let's move to the *Think* step. This is where we come up with lots of ideas, but we also need to think about the consequences of each choice."

"Well," Harriet said, "if we fly the kite now, we could have a lot of fun. But if the wind is too strong, the kite might get ripped, and then we won't be able to fly it again for a while."

"Right," Ollie agreed. "So, one consequence is that the kite could get damaged."

"But if we wait for another day," Bennie added, "we might not have as much wind, and it'll be easier to control. The kite will last longer, but we won't get to fly it today."

Betty chimed in, "Or we could try flying it just a little bit to see how it goes. If the wind seems too strong, we could stop before it gets damaged."

Ollie nodded. "That's a good option too. So, we have a few different choices. But before we act, let's think about the consequences of each one."

The friends thought carefully. Ollie remembered what Grandma had said about how their brains make predictions. Each choice was like a little prediction about how things might turn out. Their brains were using their experiences—like the time the kite got torn in strong wind—to help them make a better decision now.

"Okay," Ollie said, "so if we fly the kite now, there's a chance it could get damaged. But if we wait, we can probably keep the kite safe, even if we have to wait a bit longer to play."

"And if we try flying it just for a little while, we'll have to be really careful not to let it go too high," Harriet added.

"That's true," Buzz said, looking at the kite. "I really want to fly it today, but I also don't want to ruin it."

They all paused, thinking about the different consequences of their choices.

Ollie spoke up. "I think we should wait for a calmer day. That way, we can enjoy the kite for a long time without worrying about it getting torn."

The others nodded in agreement. "Yeah, I don't want to risk it getting damaged," Bennie said. "I'd rather wait and fly it when the wind is perfect."

Buzz sighed but smiled. "You're right. I guess waiting is the best choice. I was just really excited."

Ollie patted Buzz on the shoulder. "I get it, Buzz. But now we know that by thinking through the consequences, we can make better choices."

They decided to wait for a better day to fly the kite, and in the meantime, they played another game together. As they played, they reflected on their decision.

"That was a good call," Sammy said. "It would have been a bummer if the kite got stuck in the tree or ripped."

"I'm glad we thought through the consequences," Betty added. "Sometimes it's tempting to just act right away, but when we take a moment to think, we can make better choices."

Ollie smiled. "Exactly. The *Think* step is super important because it helps us see what could happen if we choose one path or another. Even though we didn't fly the kite today, we'll have more fun with it later because we made a responsible decision."

Grandma, who had been watching from the porch, walked over and smiled at the group. "I'm proud of you all. You didn't just jump into action—you thought carefully about your choices and the consequences before deciding. That's the mark of responsible decision-making."

"Thanks, Grandma," Ollie said, beaming. "It wasn't easy, but I think we made the right choice."

"And remember," Grandma added, "your brain is always making predictions based on what it knows. By using the S.T.A.R. strategy, you're helping your brain see the different possibilities and make a better decision."

The friends all felt proud of their decision. They had learned that sometimes, even when you're excited, it's important to pause and think about what might happen next. By considering the consequences of their choices, they had made a decision that would help them enjoy their kite for a long time to come.

As they continued to play, Ollie reflected on what they had learned. The *Think* step in the S.T.A.R. strategy wasn't just about coming up with ideas—it was about really thinking through what might happen if they chose one path or another. And by doing that, they could make responsible decisions that helped them avoid problems and enjoy their time together.

From that day on, whenever Ollie and his friends faced a decision, they always made sure to stop, think about the consequences, and then act. It wasn't always the easiest thing to do, but they knew it helped them make choices that worked out better in the long run.

And with that, Ollie and his friends felt ready to face any challenge, knowing that by thinking carefully, they could make decisions they'd feel good about—both now and in the future.

3. Post-Chapter Teacher Script

- **Teacher:** "Ollie and his friends certainly learned that the "Think" step is very important in the process of responsible decision-making and that you really need to think through what might happen as a consequence of your decisions."

4. Post-Chapter Questions

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

- Can you think of a time when you had to make a tough decision? What helped you decide?
 - Encourage students to reflect on their own decision-making experiences.
- Why do you think it's important to stop and think before making a decision?
 - Help students understand the value of slowing down and considering consequences.

- How can thinking about possible consequences help us make better choices?
 - Explore how predicting outcomes can help avoid mistakes.
- What do you think would have happened if Ollie and his friends flew the kite without thinking first?
 - Discuss the importance of considering risks before acting.
- How does responsible decision-making help us in school? Can you think of an example?
 - Connect decision-making skills to situations like choosing to study, ask for help, or work as a team.
- What are some decisions we have to make every day? How do we decide what's best?
 - Help students see that responsible decision-making is part of everyday life.
- What would you do if a friend wanted to do something risky, but you weren't sure if it was a good idea?
 - Encourage discussion on peer pressure and making safe choices.
- Why do you think the S.T.A.R. strategy (Stop, Think, Act, Reflect) is helpful?
 - Reinforce the steps of making thoughtful decisions.
- How do our emotions affect the decisions we make? Can excitement or frustration lead to bad choices?
 - Explore how emotions can sometimes lead to impulsive decisions and why pausing to think is important.
- What advice would you give someone who struggles with making responsible decisions?
- Encourage students to think about how they can help others learn decision-making skills.

Do an Activity (20 minutes)

- Students will practice the skills of responsible decision-making.

Please choose from the following 2 activities:

Activity 1: S.T.A.R. Decision-Making Role Play (15 minutes)

1. Introduce Activity

"Now we're going to practice what Ollie and his friends learned. We'll role-play different situations, and you'll practice using respectful communication by listening, taking turns, and speaking kindly."

- **Activity Instructions**

- Divide students into small groups.
- Give each group a scenario where they must use the S.T.A.R. strategy to make a decision. They'll need to think about the consequences of their actions before deciding what to do.



Scenarios:

Scenario 1: You want to spend your allowance on candy, but if you save it, you can buy a new toy next week.

Scenario 2: You are playing at the park and see your friends playing a game that looks unsafe. What do you do?

Scenario 3: You forgot to do your homework, and you have to decide whether to tell the teacher or try to finish it quickly during recess.

- **Discussion:**

- After the role play, ask each group, "How did the S.T.A.R. strategy help you think about your choices? What consequences did you think about before making your decision?"

"Great job using the S.T.A.R. strategy! By stopping to think about the consequences, you were able to make responsible decisions that will help you in the long run."

Activity 2: Consequence Map (15 minutes)

2. Introduce Activity

"Next, we're going to make something called a Consequence Map. A Consequence Map helps us see what could happen based on the choices we make."

- **Activity Instructions**

- Give each student a blank Consequence Map (a sheet of paper with three sections: Choice, Possible Consequences, and Best Decision).
- Ask students to think of a recent decision they made or a decision they might have to make soon. They'll write down their Choice and then list some Possible Consequences for that choice.
- After thinking through the consequences, they'll write down their Best Decision.

Examples:

- Choice: Not studying for a test.
Possible Consequences: I might get a bad grade. I might feel upset. I might have to study extra later.
Best Decision: Study a little bit each night so I'm ready for the test.
- Choice: Playing video games instead of helping with chores.
Possible Consequences: My parents might get upset. I might lose screen time privileges.
Best Decision: Help with chores first, then play video games.

- **Discussion**

- After students finish their Consequence Maps, ask them to share their choices and what they learned from thinking through the consequences.

"By using the Consequence Map, you can see how thinking through the outcomes of your choices helps you make more responsible decisions."

Wrap Up the Lesson (5 minutes)



1. Review and Reflection Overview:

- Review what they learned about responsible decision-making.
- Ask a few children to share when this might help them.

Review and Reflection Teacher Script

1. Gather in a Circle for Reflection:

- "Let's all come back together in a circle."
- "Today, we learned about responsible decision-making and how important it is to think about the consequences before we act. By using the S.T.A.R. strategy, we can make choices that will help us avoid problems and feel good about our decisions."
- "Let's take a moment to think of one way we can practice responsible decision-making this week. Who would like to share an example?"
- Listen to a few responses and provide positive reinforcement.

2. Closing

- "Great job today!"

Home Connection Letter

1. Sending Information Home:

- "Today, we learned about responsible decision-making and we learned that it's important to think about the consequences of our decisions."
- "I've got a letter for you to take home to share what we learned about today."
- 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 Parents/Guardians,

Today in class, your child learned about responsible decision-making. We read a story called “Ollie Learns About Responsible Decision-Making”, where Ollie and his friends used the S.T.A.R. strategy (Stop, Think, Act, Reflect) to help them make thoughtful choices.



In class, your child:

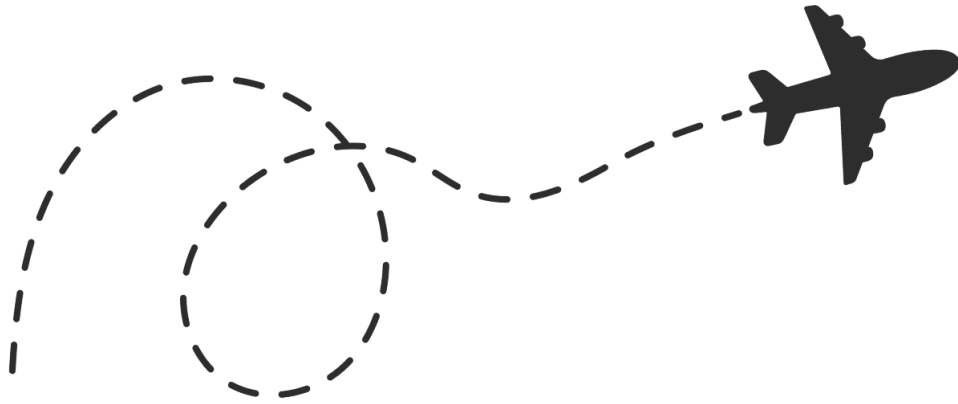
- Practiced using the S.T.A.R. strategy to think through the consequences of different choices.
- Created a Consequence Map to explore how thinking ahead helps with responsible decision-making.
- Discussed how making good decisions now can help avoid problems later.

We encourage you to talk to your child about what they learned today and ask them how they can use the S.T.A.R. strategy at home to make responsible decisions

Sincerely,
[Your Name]



Consequence Map



<i>Choice</i>	<i>Possible Consequences</i>	<i>Best Decision</i>
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S.T.A.R. Strategy



Stop -Take some deep breaths.

Think -What solutions are there?

Act -Pick the best solution.

Reflect -How did it go?



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