

Owning Up and Moving Forward

Lesson Objective:

- Students will learn about the importance of accountability, practice taking responsibility for their actions, and use the S.T.A.R. strategy (Stop, Think, Act, Reflect) to manage challenges

Materials Needed:



- Copy of Chapter 10: Owning UP and Moving Forward
- Paper and pencils
- S.T.A.R. Strategy Poster
- S.T.A.R. Strategy Reflection handout
- 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 that we all make mistakes. But when that happens, it's important to own up to your mistakes and try to fix things.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Today, we're going to talk about something we all experience—making mistakes. What matters most is not avoiding mistakes, but how we handle them when they happen. Taking responsibility for our actions and working to fix things is called 'accountability.' This is a really important skill because it helps us grow and shows others that we are trustworthy. We'll read about Ollie and his friends as they learn this lesson and use the S.T.A.R. strategy to get through a challenge."

2. Discussion Starter

- "Has anyone here ever made a mistake and had to find a way to make it right? How did that feel?"
- Encourage students to share brief examples.

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 10 aloud.
- Ask questions during key parts of the story.

Story Time Teacher Script:

1. Prepare the Children for the Story:

- "Let's read *Chapter 10: Owning UP and Moving Forward* together. In this chapter, Ollie and his friends make a mistake but work together to take responsibility and fix the situation."
- (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 do you think Ollie lost track of the deadline?
- How did Harriet and the others react when they realized the project wasn't ready?
- Why is it important that Ollie admitted his mistake to the group?
- What feelings might Ollie have had when he realized he let the group down?
- What does the group decide to do after Ollie admits his mistake?
- How does using the S.T.A.R. strategy help the friends manage their stress?
- How do you think the friends felt once they finished the project?
- What did Ollie learn about responsibility from this experience?
- How does the "You're a Star" strategy help keep the group positive after a difficult situation?
- What do you think the friends will do differently next time they have a group project?

Chapter 10: Owning Up and Moving Forward

It was mid-December, and the fifth graders were preparing for winter break. As the excitement grew, Mr. Jenkins decided to focus on the topic of accountability. "We all make mistakes," he said. "What matters most is how we handle them. Practicing accountability means owning up to our mistakes and working to make things right."

The friends listened closely. They had all made mistakes before, but they hadn't always thought about what it meant to truly take responsibility.

A Mistake is Made

Later that week, Ollie and his friends were assigned to work on a group project. They had to create a poster about how different ecosystems are affected by climate change. Each friend was in charge of a different section: Harriet would research the rainforest, Buzz would handle the ocean, Betty would cover the desert, Bennie would focus on the tundra, Sammy would look into wetlands, and Maya would bring it all together on the poster.

Ollie was in charge of making sure the group stayed on schedule. But with the holiday season approaching and so many other activities going on, he lost track of the project's due date. The day before the project was due, the group realized they still had a lot of work to do.

"We're not ready!" Harriet said, panic creeping into her voice. "We still need to finish some sections and put it all on the poster."

Ollie felt a wave of guilt. "I'm sorry, everyone. I should have reminded us about the deadline. I thought we had more time."

Taking Ownership

As the friends gathered after school to finish their project, they were frustrated and stressed. Ollie knew he had made a mistake by not keeping everyone on track, but he decided to take responsibility.

"I didn't do a good job of keeping us on schedule," he admitted. "I'm really sorry. I should have paid more attention and made sure we were ready sooner. I'm going to stay late today and help with any part that isn't finished."

The friends appreciated Ollie's honesty and his willingness to make things right.

Using the S.T.A.R. Strategy

To manage their feelings and get the project done on time, the group decided to use the S.T.A.R. strategy to guide them:

1. Stop: They took a moment to calm down and take a deep breath. There was a lot to do, but getting upset wouldn't help them finish the project.

2. Think: They thought about the tasks that still needed to be done and what they could do to divide the work fairly. Each person focused on completing their section, while Maya worked on the layout of the poster.
3. Act: They got to work, each person taking responsibility for finishing their part and helping others as needed. Ollie offered to help Maya with the poster layout once his tasks were complete.
4. Reflect: When they finished, the group looked back on how they had handled the situation. They agreed that they needed to be more organized next time, but they were proud of how they worked together to solve the problem.

Learning from Mistakes

The next day, the friends turned in their completed project. It wasn't perfect, but they had done their best with the time they had left. Mr. Jenkins asked the class to share any challenges they faced during the project, and Ollie spoke up.

"We had some trouble staying on schedule," he said. "I didn't keep us organized, and we ended up rushing at the last minute. But I learned that it's important to pay attention to deadlines and take responsibility when things don't go as planned."

Mr. Jenkins nodded. "Mistakes are a natural part of learning," he said. "The important thing is that you took ownership and worked to fix the situation. That's what accountability is all about."

Practicing the "You're a Star" Strategy

To keep the mood positive, the group used the "You're a Star" strategy to recognize each other's efforts:

"Ollie, you're a star for admitting your mistake and helping us get back on track," Harriet said.

"And Maya, you're a star for staying calm and pulling everything together on the poster," Buzz added.

Betty smiled. "I think we're all stars for working together, even when we were feeling stressed."

Moving Forward

As the friends left the classroom that day, they felt a little wiser. They had learned that owning up to mistakes didn't mean blaming themselves or feeling ashamed—it meant taking responsibility and working to make things right.

"Next time, let's set reminders to check in on our progress," Ollie suggested. "That way, we'll stay on track."

The friends agreed, knowing that they were stronger for having faced the challenge together. As they walked out into the crisp winter air, they knew that no matter what mistakes lay ahead, they had the tools to handle them with accountability and a willingness to learn.

3. Post-Chapter Teacher Script

- **Teacher:** “This story shows us how to take responsibility for our mistakes and what to do about them.”

4. Post-Chapter Questions

These questions encourage children to think deeply about what they listened to and to understand that they actually can make a difference in their community.

- Why was it important for Ollie to admit his mistake to the group?
- How did the rest of the group respond when Ollie took responsibility for losing track of the deadline?
- What would have happened if Ollie hadn’t owned up to his mistake?
- How did using the S.T.A.R. strategy help the group handle the stress of finishing the project on time?
- Why is it sometimes hard to admit when we’ve made a mistake?
- How did the group show support for each other after Ollie apologized?
- In what ways did the group take ownership of the problem together?
- What do you think Ollie and his friends learned about working as a team from this experience?
- How can taking responsibility for our mistakes make us feel more confident in the long run?
- What changes could Ollie and his friends make in the future to avoid rushing to complete a project at the last minute?

Do an Activity (20 minutes)

- Students will use the S.T.A.R. Strategy to reflect on a mistake that they made and work through the steps to think about how they could have solved the problem differently.

Activity: Accountability Reflection (20 minutes)





1. Introduce Activity

○ "Now that we've read about how Ollie and his friends handled their challenge, let's think about times when we've had to take responsibility. We'll use the S.T.A.R. strategy to reflect on how we can learn from our own mistakes."

2. Instructions

1. Hand out reflection journals or paper.
2. On the board, write the S.T.A.R. steps: Stop, Think, Act, Reflect.
3. Ask students to think of a time they made a mistake and what they did to fix it. If they didn't handle it well at the time, ask them to think about what they could do differently using the S.T.A.R. strategy.
4. Hand out the S.T.A.R. Strategy Reflection Worksheet
5. Guide students through the reflection using the following questions:
 - Stop: What was the situation? How did you feel in the moment?
 - Think: What did your brain predict would happen next? What were you worried about?
 - Act: What did you do (or what could you have done) to take responsibility and fix the situation?
 - Reflect: What did you learn from the experience? What would you do differently next time?
6. Give students time to write.

Closing Discussion (5 minutes):

"Taking responsibility isn't always easy, but it's an important part of growing up and learning from our experiences. By using strategies like S.T.A.R., we can stay calm, think about our choices, and act in a way that helps us move forward. And when we take responsibility, we don't just help ourselves—we show others that we are trustworthy and that we care."

3. Sharing

- After students complete the activity, invite a few students to share their reflections



4. Wrapping it Up

- "Great job, everyone! Today we learned that disagreements are a normal part of friendships, but how we handle them makes a big difference. By stopping to listen, thinking about why others feel the way they do, and coming up with a compromise, we can turn disagreements into opportunities to grow closer. Remember, it's not about getting your way—it's about finding a solution that works for everyone."

Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- Have students think about a time they made a mistake, what the consequences were, and how they took responsibility and accountability.

Review and Reflection Teacher Script



1. Gather in a Circle for Reflection:

- "Let's all come back together in a circle."
- "What is something new you learned about accountability today?"
- "How can you use the S.T.A.R. strategy the next time you make a mistake or feel overwhelmed?"
- Encourage students to share a few examples

2. Closing

- "Great job practicing using the S.T.A.R. Strategy when we've made a mistake and learning to accept responsibility for our actions."

Home Connection Letter

1. Sending Information Home:

- “Before you go, I have a letter for you to take home. It explains that we learned about taking responsibility for our actions and the power of owning up to mistakes.”
- 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 Parent(s)/Guardian(s),

Today in class, we explored the important topic of accountability. Your child learned about taking responsibility for their actions and the power of owning up to mistakes. We read a chapter from **The Star Squad: Navigating Fifth Grade Adventures** where the characters had to finish a group project at the last minute. Through their journey, we discussed how taking responsibility can help fix a problem and strengthen friendships.

Your child also practiced using the S.T.A.R. strategy to reflect on a time they made a mistake and how they handled it. S.T.A.R. stands for Stop, Think, Act, Reflect, and it's a helpful tool for managing challenges and making thoughtful decisions.

Encourage your child to share their reflection with you, and ask them about how they can apply what they learned to future situations. By practicing accountability and learning from their mistakes, they're developing important life skills.



Best regards,



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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S.T.A.R. Strategy Reflection Worksheet

Name: _____

Date: _____

1. Situation

- What happened?

Describe the situation where you faced a challenge or problem.

2. Stop

- **What emotions did you feel?**

Write down the emotions you experienced when the situation occurred.

- How did you pause and calm yourself down?

What did you do to stop and take a moment to think before reacting?

3. Think

- What was your brain predicting?

What was your initial thought or expectation about how things were going to go?

- What other possibilities did you consider?

Did you think about other ways the situation could play out or other perspectives?

4. Act**

- What action did you take?

Describe how you decided to handle the situation.

- How did you use a strategy or skill to help solve the problem?

Did you use a specific technique like deep breathing, asking for help, or breaking the task into smaller steps?

5. Reflect

- What was the outcome?

What happened after you took action? How did the situation turn out?

- What did you learn from this experience?

Reflect on what you learned about yourself or how you might handle a similar situation in the future.

6. Moving Forward

- What would you do differently next time?

Is there anything you would change if a similar situation happens again?

- How will you continue to practice using the S.T.A.R. strategy?

Write down how you will use this strategy in future challenges.
