

# ***Winter Break Reflections***

Lesson Objective:

- Students will learn to identify and name complex emotions, understand emotional triggers, and practice thoughtful responses to challenging situations.

Materials Needed:



- Copy of Chapter 11: Winter Break Reflections
- Paper and pencils
- S.T.A.R. Strategy Poster
- Emotion Map 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 can sometimes feel more than one emotion at a time and how to handle this.

## **Greeting and Circle Time Teacher Script**

### **1. Warm Welcome and Opening Discussion:**

- "Today, we'll explore the importance of reflecting on our emotions. In our chapter, Ollie and his friends discover that emotions aren't always simple. Sometimes, we feel many things at once. Understanding these feelings helps us make thoughtful choices."

### **2. Discussion Starter**

- "Can you think of a time when you felt more than one emotion at the same time?"
- Invite students to share examples (e.g., feeling both excited and nervous about an event).

Read the Chapter (15 minutes)

Story Time Outline:

- Read Chapter 11 aloud.
- Ask questions during key parts of the story.



## **Story Time Teacher Script:**

### **1. Prepare the Children for the Story:**

- "Let's read Chapter 11: Winter Break Reflections together. In this chapter, Ollie and his friends learn that you might experience several different emotions in some situations."
- (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 does Harriet feel conflicted about Tommy joining the party?
- How does Sammy feel when he receives Buzz's gift, and why?
- What does Ollie suggest the group do to understand their emotions better?
- How do Harriet's emotions reflect her brain's predictions about the situation?
- Why is it helpful for the friends to name their emotions?
- What emotions does Buzz experience when Sammy reacts to his gift?
- How does Harriet's decision to play one game with Tommy change the situation?
- What helps Buzz feel better about Sammy's gift?
- What lesson does the group learn about managing emotions by the end of the party?
- How do Ollie's friends reflect on the importance of emotional awareness?

## Chapter 11: Winter Break Reflections

Winter break had arrived, and the friends were excited for a couple of weeks off from school. The town was beautifully decorated with twinkling lights, and there was a sense of cheer in the air. Even though school was out, Ollie and his friends found themselves facing situations that stirred up different emotions—some of which weren't as easy to handle as the holiday spirit would suggest.

The group had decided to gather at Harriet's house for a holiday party. They were planning to exchange small gifts, make hot chocolate, and enjoy the festivities together. But not everything went as planned.

### *A Mix of Emotions*

As the friends arrived at Harriet's house, the mood was upbeat. But soon, they encountered their first challenge. Harriet's little brother, Tommy, wanted to join in, but he was too young for some of the activities. When Harriet gently told him that the games were for older kids, Tommy got upset and started crying.

"I feel bad," Harriet said, watching her brother sulk in the corner. "I didn't want to hurt his feelings, but I also don't want him to be upset during our party."

Meanwhile, Buzz had brought a special gift for Sammy—an art set that he had spent weeks saving up for. Sammy was thrilled, but when he saw the thoughtful gift, he felt guilty because he had made Buzz a homemade card and didn't have anything else to give in return.

"This is so nice," Sammy said, forcing a smile. "But I feel like I didn't give you something as good."

### *Analyzing Emotional Responses*

As the party continued, Ollie noticed that everyone was feeling a mix of emotions: joy, guilt, worry, and a bit of stress. He suggested they use what they had learned in school about analyzing emotional responses to understand why they were feeling this way.

"Remember what Mr. Jenkins said about complex emotions?" Ollie asked. "Our brains are always predicting what's going to happen based on what we've experienced before. If we can figure out why we're feeling certain emotions, we can understand what our brains are expecting."

Harriet thought about why she felt so conflicted. "I think I'm feeling both responsible for Tommy's happiness and frustrated because I want to enjoy the party without worrying about him. My brain is predicting that I can't do both."

Buzz, overhearing Sammy's earlier comment, said, "I'm feeling kind of disappointed. I thought Sammy would be really excited, but now I feel like I did something wrong."

Sammy spoke up. "I'm grateful for the gift, but I feel embarrassed because my brain is predicting that Buzz might think I didn't put as much thought into my gift."

### *A New Approach: Naming the Emotions*

The friends decided to try something different: naming the emotions they were feeling, just as they had learned about in school. Ollie remembered that giving a name to an emotion could help them better understand it.

“I think Harriet is feeling both compassion for Tommy and frustration about not being able to enjoy the party like she wanted,” Ollie said.

“Yeah, that’s exactly it,” Harriet replied. “And once I know that, it’s easier to think about what to do next.”

Buzz thought about his feelings. “I guess I’m feeling let down, but also worried that Sammy feels bad.”

Sammy nodded. “And I’m feeling thankful but also insecure, like I didn’t do enough.”

### *Finding Solutions*

The friends realized that now that they understood their emotions, they could work on changing how they responded. Harriet went over to her little brother and said, “Tommy, I’m sorry you’re upset. How about we play one game together before we start our other activities?”

Tommy’s face brightened. “Okay!” he said, happy to be included even for a short time.

Buzz and Sammy talked about their situation as well. “Sammy, I didn’t get you that gift because I expected anything in return,” Buzz said. “I just wanted to give you something I knew you’d like.”

Sammy took a deep breath. “You’re right. I guess I was letting my brain predict that you’d be disappointed. But really, I’m grateful for your thoughtfulness.”

Buzz grinned. “And I’m grateful for your card. It’s cool that you made it yourself.”

### *Reflecting on What They Learned*

As the party wound down, the friends gathered around the fireplace to reflect on the day’s events.

“Today was a good reminder that emotions aren’t always simple,” Harriet said. “Sometimes we can feel more than one thing at a time.”

Ollie added, “And analyzing why we feel the way we do can help us figure out what our brains are predicting and how to handle it.”

Betty, who had quietly observed the day’s events, spoke up. “I think it’s important that we don’t ignore our emotions, even when they’re confusing. We can learn a lot from figuring out why we feel the way we do.”

Mr. Jenkins had been right. By practicing self-awareness and naming their emotions, they were learning to handle complex situations with a little more understanding.

### *Moving Forward*

As the winter break continued, the friends found themselves thinking more about their emotions and analyzing the different feelings that came up. They realized that just because they felt multiple emotions at once didn't mean they couldn't manage them.

As they looked forward to the new year, they felt more prepared to face whatever emotions lay ahead, knowing that they could name their feelings, understand their predictions, and find ways to respond thoughtfully. And with every step, they grew a little closer and a little stronger as friends.

### **3. Post-Chapter Teacher Script**

- **Teacher:** "This story shows us that sometimes we can feel more than one emotion, but we can understand what we feel and how to deal with those feelings."

### **4. Post-Chapter Questions**

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

- How did Harriet's emotions change throughout the chapter?
- What made Sammy feel insecure about Buzz's gift?
- Why do you think naming emotions helps us understand them better?
- Have you ever experienced multiple emotions at once? How did you handle it?
- What are some ways you can respond when someone gives you an unexpected gift?
- Why is it important to reflect on emotions instead of ignoring them?
- How can emotional awareness help during the holidays?
- What role did Ollie play in helping the group analyze their emotions?
- How did the friends grow stronger by talking about their feelings?
- What is one new thing you learned about emotions from this chapter?

Do an Activity (20 minutes)

- Students will create an "Emotion Map" to explore complex emotions they've experienced and strategies to manage them.



## Activity: Emotion Reflection (20 minutes)

### 1. Introduce Activity

- "Now that we've read about how Ollie and his friends learned to analyze why they feel the way they do and then figure out how to handle those feelings,. we'll try practicing figuring out why we feel the way we do and what to do about it too."

### 2. Instructions

- Distribute blank "Emotion Map" worksheets. For students who struggle with writing, an optional activity is to draw a picture that represents the different emotions they feel and how they connect to each other. They can use colors or symbols to show how intense each emotion is.
- Ask students to write about a recent situation where they experienced multiple emotions (e.g., feeling happy and nervous).
- Have them label the different emotions they felt.
- For each emotion, students write what their brain predicted or expected at the time.
- Encourage them to reflect on how they managed those emotions and what they could do differently next time.
- Invite volunteers to share their Emotion Maps.

Closing Discussion (5 minutes):

### 3. Sharing

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



### 4. Wrapping it Up

- "Today, we've learned that emotions are not always straightforward. By naming and understanding them, we can find better ways to respond to situations."

Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- Have students think about a time they felt more than one feeling and how they handled it and what they learned about themselves..

**Review and Reflection Teacher Script**

**Gather in a Circle for Reflection:**



- “Let’s all come back together in a circle.”
- "What new strategy did you learn today for handling emotions?"
- "How can reflecting on emotions help you in the future?"
- Encourage students to continue using the strategies from the chapter over the winter break.

1. **Closing**

- “Great job today working on dealing with several emotions at once and trying to find better ways to handle those emotions. When we can understand why we feel the way we do, we can try to handle those feelings more effectively.”

## Home Connection Letter

### **Sending Information Home:**

- “Before you go, I have a letter for you to take home. It explains that we learned that sometimes we can have more than one feeling at a time and how to deal with those feelings in helpful ways..”
- 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, your child participated in a lesson based on Chapter 11 of *The Star Squad: Navigating Fifth Grade Adventures*, titled “Winter Break Reflections.” We focused on the importance of recognizing and managing complex emotions.

During the lesson, students learned to:

- Identify multiple emotions they may feel at the same time.
- Understand how their brain’s predictions influence their feelings.
- Use strategies like naming emotions to handle challenging situations.
- Reflect on how they responded to emotions and think about future improvements.

We encourage you to ask your child to share what they learned and discuss how these strategies might be useful during the holiday season. Reflection is a powerful tool for emotional growth, and winter break is a great opportunity to practice these skills.

Thank you for your continued support in your child’s learning journey!

With Gratitude,

# ***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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## ***Emotion Map Worksheet***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Instructions:**

Think about a recent situation where you experienced more than one emotion. Use the sections below to explore the emotions you felt, what your brain was predicting, and how you responded. This reflection will help you understand your emotions and think about how to handle similar situations in the future.

**Step 1: Describe the Situation: What happened? Where were you? Who was involved?**

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**Step 2: Identify Your Emotions: List the emotions you felt in that situation (e.g., happy, nervous, frustrated, thankful).**

Emotion 1: \_\_\_\_\_

Emotion 2: \_\_\_\_\_

Emotion 3: \_\_\_\_\_

**Step 3: Explore Your Brain's Predictions: For each emotion, write what your brain was expecting or predicting would happen.**

Emotion 1:

Prediction: \_\_\_\_\_  
\_\_\_\_\_

Emotion 2:

Prediction: \_\_\_\_\_  
\_\_\_\_\_

Emotion 3:

Prediction: \_\_\_\_\_  
\_\_\_\_\_

**Step 4: Reflect on Your Response: How did you react to the situation? What did you do?**

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**Step 5: Plan for Next Time: What could you do differently next time to manage your emotions?**

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**Optional: Draw Your Emotion Map**

Draw a picture that represents the different emotions you felt and how they connected to each other. Use colors or symbols to show how intense each emotion is.