

Using the S.T.A.R. Strategy for Small Conflicts

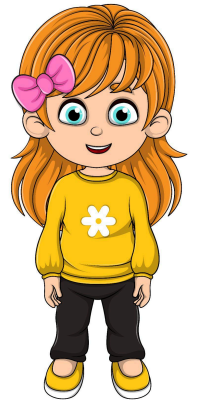
Lesson Objective:

Students will practice using the S.T.A.R. strategy (Stop, Think, Act, Reflect) to solve small conflicts with their peers. Through reading, discussion, and activities, students will strengthen their ability to think through problems and come up with win/win solutions in everyday situations.

Materials Needed:



- Copy of Book 3 Chapter 4 “Using the S.T.A.R. Strategy for Small Conflicts
- Pencils and markers
- S.T.A.R. Strategy Poster
- Activity 1: Role-Playing the S.T.A.R. Strategy
- Activity 2: S.T.A.R. Reflection Worksheet
- Home Connection Letter



Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion (topic of lesson).

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to focus on something we've already learned—using the S.T.A.R. strategy. Remember how the S.T.A.R. strategy helps us Stop, Think, Act, and Reflect when we face a problem? Well, today we'll be looking at how we can use this strategy for small conflicts, like disagreements with friends. Even little problems can feel big sometimes, but the S.T.A.R. strategy can help us find a solution that works for everyone."

2. Discussion Starter

- "Have you ever had a small disagreement with a friend about what game to play or how to do something? How did it make you feel?"

- Let students share their experiences.
- "Today, we'll see how Harriet and her friends used the S.T.A.R. strategy to solve a small disagreement. Let's see how they worked through their problem and what we can learn from them."

Read the Chapter (15 minutes)

Story Time Outline:



- Read Book 3 Chapter 4 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

Story Time Teacher Script:

1. Prepare the Students for the Story:

- "We're going to read a story called Harriet Learns About the S.T.A.R. Strategy. As we read, I want you to think about the problem Harriet and her friends are facing, and how they use the S.T.A.R. strategy to find a solution."
- (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:**

- What problem do Harriet and her friends face at the beginning of the story?
Discuss the disagreement about the game rules.
- Why is Harriet feeling frustrated?
Highlight her frustration when everyone is arguing and no one is listening.
- What suggestion does Betty make to help solve the problem?
Focus on how Betty suggests using the S.T.A.R. strategy.
- What does it mean to 'Stop' in the S.T.A.R. strategy?
Explore how stopping helps the group calm down and think more clearly.
- What does Harriet realize during the 'Think' stage?
Discuss how Harriet realizes she was too focused on her own idea and hadn't listened to others.
- What does the group decide during the 'Think' stage?
Talk about how they think through different solutions, including moving the finish line.
- Why is the middle-ground solution a 'win/win' for everyone?
Explain how finding a compromise works for everyone.
- What happens during the 'Act' stage of the S.T.A.R. strategy?
Focus on how they try the new solution and play the game.
- Why is it important to 'Reflect' after solving a problem?
Discuss why reflecting helps them understand what went well and what they learned.
- What lesson do Harriet and her friends learn about using the S.T.A.R. strategy for small conflicts?
Explore how using the strategy made their disagreement easier to solve.

Book 3 Chapter 4: Harriet Learns About the S.T.A.R. Strategy for Small Conflicts

One afternoon, Harriet and her friends gathered at the playground, excited to play a new game they had made up together. But before long, a disagreement broke out. Harriet wanted to play the game one way, while Buzz thought they should change the rules to make it more exciting. Bennie and Sammy had different ideas as well, and before they knew it, everyone was talking at once, trying to convince the others that their idea was the best.

"Let's make the finish line closer!" Buzz buzzed excitedly. "It'll be more fun that way!"

"No way," Bennie said, shaking his head. "We need to keep it where it is so it's challenging."

Harriet frowned, feeling frustrated. "But if we keep arguing, we'll never get to play!"

Betty, noticing the tension, suggested, "Why don't we use the S.T.A.R. strategy to solve this? It always helps us figure out a solution."

Ollie nodded. "Great idea, Betty! Let's all take a deep breath and Stop for a moment."

The group took a step back from their argument, pausing to collect their thoughts. Harriet realized that she had been so focused on her own idea that she hadn't really listened to what her friends were saying.

"Okay," Ollie said, "now we're in the Think stage. Let's think about the problem and come up with different ways to solve it. We need to make sure we think about the consequences of each idea so we can find a win/win solution."

Harriet felt calmer after stopping to think. She remembered what Grandma had taught them about how the brain makes predictions based on past experiences. Right now, their brains were stuck on their own ideas, predicting that their way was best. But by thinking carefully and considering other ideas, they could change those predictions and find a solution that worked for everyone.

"Well," Harriet began, "if we make the finish line closer, like Buzz wants, it might be more fun, but it might also make the game too easy."

Buzz nodded. "Yeah, but if we keep it where it is, Bennie's idea makes it challenging. What if we find a middle ground?"

Sammy chimed in, "Maybe we can move the finish line halfway, so it's not too close but not too far either."

Bennie thought for a moment. "That sounds like a good compromise. That way, we're all getting a bit of what we want."

Harriet smiled. "Yeah, I think that works! It's a win/win solution."

Ollie grinned. "Great! Now that we've thought about the problem and come up with a few solutions, it's time to Act. Let's try the middle-ground finish line and see how it works."

They set up the game with the adjusted finish line, eager to try out their new solution. As they played, they realized that the game was still fun and challenging, but not too hard or too easy. Everyone seemed happy with the compromise.

After the game, the friends gathered together to reflect on what had happened.

"I'm glad we stopped to think about the problem," Buzz said. "If we had kept arguing, we wouldn't have had any fun."

"Yeah," Harriet agreed. "Using the S.T.A.R. strategy helped us think through the problem instead of just getting upset. And by finding a win/win solution, everyone got to enjoy the game."

Bennie nodded. "We were able to see things from each other's perspective, and that made it easier to solve the problem."

Grandma, who had been watching from a nearby bench, came over with a proud smile. "You all did a wonderful job using the S.T.A.R. strategy. By stopping and thinking through your problem, you helped your brain make better predictions and found a solution that worked for everyone."

Harriet felt proud of what they had accomplished. "It's amazing how taking the time to think really helps. We all wanted something different, but by working together and thinking about the consequences, we came up with a solution that made everyone happy."

"Exactly," Grandma said. "And remember, the S.T.A.R. strategy doesn't just work for big problems—it's great for small ones too. When you stop, think, act, and reflect, you're giving your brain the space it needs to solve problems more creatively and respectfully."

Harriet realized how powerful the S.T.A.R. strategy was. It had helped them go from arguing to cooperating in just a few steps. She knew that from now on, whenever she faced a problem with her friends, she could use the strategy to help them find a solution that worked for everyone.

As they walked home, Harriet felt a sense of pride and confidence. She knew that by using the S.T.A.R. strategy, she and her friends could solve problems together and find ways to make sure everyone's ideas were heard.

And from that day on, whenever they faced a disagreement, Harriet and her friends remembered to stop, think, act, and reflect—knowing that with the right approach, they could always find a win/win solution.

3. Post-Chapter Teacher Script

- **Teacher:** "Harriet and her friends showed us today that even small disagreements can feel big when everyone is focused on being right instead of working together. But by using the S.T.A.R. strategy—Stop, Think, Act, and Reflect—they were able to slow down, listen to each other's ideas, and find a solution that worked for everyone. This story reminds us that taking a moment to pause and think before reacting can help our brains calm down, so we can solve problems with respect and creativity. And when we reflect afterward, we learn how to handle things even better next time. Whether the problem is big or small, the S.T.A.R. strategy gives us a way to work through it—together."

4. Post-Chapter Questions

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

- Why do you think it's sometimes hard to stop and listen during a disagreement?
Encourages self-awareness and emotional impulse control.
- What might have happened if Harriet and her friends didn't use the S.T.A.R. strategy?
Promotes thinking about consequences and the value of structured problem-solving.
- How did using the S.T.A.R. strategy help everyone feel heard and included?
Reinforces the importance of respect and collaboration.
- Which part of the S.T.A.R. strategy do you think is the most challenging, and why?
Promotes deeper reflection and encourages discussion about self-growth areas.
- Can you think of a time when you had a small conflict? How could the S.T.A.R. steps have helped?
Connects the story to students' real-life situations.
- Why is it important to think about the consequences before acting in a conflict?
Highlights forward thinking and empathy during disagreements.
- What made the solution feel fair to everyone in the group?
Encourages discussion about fairness and compromise.
- How did the friends' feelings change from the beginning to the end of the story?
Explores emotional shifts tied to problem-solving and cooperation.
- What does this story teach us about being a good team member?
Reinforces teamwork, perspective-taking, and emotional maturity.
- How might the S.T.A.R. strategy help you outside of school, like at home or on a team?
Promotes transfer of skills to other settings.

Do an Activity (20 minutes)

- Students will practice using the S.T.A.R. Strategy for small disagreements

Please choose from the following 2 activities:

Activity 1: Role-Playing the S.T.A.R. Strategy (15 minutes)

1. Introduce Activity

"Now that we've seen how Harriet and her friends used the S.T.A.R. strategy, let's practice solving our own small conflicts using the same steps. We're going to act out some situations, and each group will use the S.T.A.R. strategy to find a win/win solution."

2. Activity Instructions

- Divide students into small groups.
- Give each group a scenario where they face a small conflict (see examples below).
- Each group will:
 - **Stop** to calm down.
 - **Think** of different solutions and consider the consequences.
 - **Act** by choosing one solution.
 - **Reflect** on how it went.



Scenarios for Role-Playing:

1. Two students want to sit in the same chair during group work.
2. A group of friends can't agree on what game to play at recess.
3. Two friends want to use the same art supplies at the same time.
4. One student wants to go first in line, while another does too.
5. Two students are arguing over what music to play during free time.

- After each group role-plays their conflict and solution, ask:

- "How did you use the S.T.A.R. strategy?"
- "What solution did you come up with, and how did it work for everyone?"

"Great job, everyone! Today, you all did something really important—you practiced solving everyday problems in a calm, respectful, and thoughtful way. By using the S.T.A.R. strategy, you showed that when we **Stop** to calm down, **Think** about solutions and consequences, **Act** with kindness and fairness, and **Reflect** on what we learned, we can turn small conflicts into opportunities to grow and work better together.

You also showed that it's not about winning or getting your way—it's about finding a **win/win** solution where everyone feels heard and respected. That's what teamwork, friendship, and good decision-making are all about.

Let's remember: the next time we face a problem—big or small—we have a strategy we can use to help our brains slow down and make the best choices possible.

Activity 2: S.T.A.R. Reflection Worksheet(15 minutes)

1. Introduce Activity

"Now, we're going to reflect on how we can use the S.T.A.R. strategy to solve small conflicts in our own lives. You'll each get a reflection sheet where you can think about a time when you had a small problem with a friend and how you might use the S.T.A.R. strategy next time."

2. Activity Instructions

- Hand out the S.T.A.R. Reflection Sheets .
- Have students think about a recent small conflict they've had (at recess, with siblings, etc.).
- On the sheet, they will write or draw:

- Stop: What was the problem, and how did they feel?
- Think: What different ideas did they come up with?
- Act: What solution could they try?
- Reflect: How did it work, or how would it feel next time?
- Discussion:
- After students fill out their reflection sheets, ask a few volunteers to share their examples.

"How can using the S.T.A.R. strategy help when you have small disagreements in the future?"

Wrapping it Up

Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- After students complete their reflections, invite volunteers to share what they learned from their reflections.
- Encourage students to continue using the strategy in their daily lives

Review and Reflection Teacher Script



1. Gather in a Circle for Reflection:

- "Let's all come back together in a circle."

2. Closing

- "Today, we practiced using the S.T.A.R. strategy to solve small conflicts, just like Harriet and her friends. Remember, even small problems can be solved more easily if we Stop, Think, Act, and Reflect. The next time you have a small disagreement, you can use the S.T.A.R. strategy to help you work it out!"
- "Let's each share one way the S.T.A.R. strategy can help us the next time we have a disagreement. Who would like to go first?"

Home Connection Letter

1. Sending Information Home:

- “Before you go, I have a letter for you to take home. What we learned today in class.”
- 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, your child practiced using the S.T.A.R. strategy to solve small conflicts. We read a story called *Harriet Learns About the S.T.A.R. Strategy*, where Harriet and her friends learned how to use the strategy to solve a disagreement while playing a game. The S.T.A.R. strategy stands for Stop, Think, Act, Reflect, and it helps children calm down, think through problems, and find win/win solutions.



In class, your child:

- Role-played small conflicts and used the S.T.A.R. strategy to solve them.
- Completed a reflection sheet to think about how they can use the strategy in their own lives.
- Discussed how the strategy helps them make better decisions and communicate respectfully with others.

We encourage you to ask your child about the S.T.A.R. strategy and how they can use it at home when they face small disagreements with friends or siblings.

With Gratitude,

S.T.A.R. Reflection Sheet

Name: _____

Date: _____

1. STOP

Think about a recent small problem or conflict you had. What happened?

What was the problem? How did you feel?

2. THINK

Take a moment to think about different ways to solve the problem. What ideas did you come up with?

List 2-3 different solutions:

1. _____
2. _____
3. _____

3. ACT

Choose the best solution. What did you or could you do to solve the problem?

What solution did you try?

4. REFLECT

Think about what happened after you used the solution. How did things work out?

Was the problem solved? How did it feel? Would you do something differently next time?

What I learned by using the S.T.A.R. strategy:

