

# ***S.T.A.R. Strategy For Daily Frustrations***

Lesson Objective:

By the end of the lesson, students will:

- Understand how the S.T.A.R. strategy can help them manage daily frustrations, not just big problems or conflicts.
- Practice identifying moments of frustration and applying the S.T.A.R. steps to handle them more effectively.
- Reflect on how the S.T.A.R. strategy can improve their problem-solving and emotional regulation skills.

Materials Needed:



- Copy of Book 4, Bennie's Brave Breakthroughs, Chapter 2, *S.T.A.R. Strategy For Daily Frustrations*
- Pencils and markers
- S.T.A.R. Strategy Poster
- Activity 1: S.T.A.R. Strategy for Daily Frustration Worksheet
- Activity 2: S.T.A.R. Role-Play Scenario Cards
- 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 on how the S.T.A.R. Strategy can help with small frustrations.

**Greeting and Circle Time Teacher Script**

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

- "Today, we're going to talk about how to handle daily frustrations. Everyone has moments when small things go wrong, like forgetting homework, dropping something, or making a mistake. Even though these might not be big problems, they can still make us feel upset."
- "We've already learned the S.T.A.R. strategy, and we know it helps us solve big problems or conflicts. But today, we're going to practice using the S.T.A.R. strategy for the little things that frustrate us every day."



## 2. Discussion Starter

- **"What's something small that happened recently that really frustrated you, even if it didn't seem like a big deal to others?"**  
*(This helps normalize everyday frustrations and encourages students to reflect on emotional triggers.)*
- **"What do you usually do when something small goes wrong, like when you forget something or make a mistake?"**  
*(Encourages students to think about their current habits and emotional responses.)*
- **"How do you think using the S.T.A.R. strategy could help you in those little frustrating moments?"**  
*(Promotes application of the strategy in real-life daily scenarios and builds relevance.)*

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 2 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:**

**Prepare the Students for the Story:**

- "Let's read Chapter 2 of Book 4, Bennie's Big Breakthroughs, where Bennie learns that the S.T.A.R. Strategy can help with little irritations."
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

### **Read the Chapter with Emphasis on Key Moments:**

- **While reading**, pause during key moments.
- **Ask Questions:**
  - Why is Bennie feeling frustrated today?
  - What small things went wrong for Bennie?
  - What does Bennie think the S.T.A.R. strategy is for?
  - Why does Ollie suggest using the S.T.A.R. strategy for Bennie's frustrations?
  - What is the first step Bennie takes in the S.T.A.R. strategy?
  - How does Bennie feel after stopping and taking a deep breath?
  - What does Bennie think about while he's in the "Think" step?
  - What action does Bennie choose to take when he reaches the "Act" step?
  - How does Bennie feel after he fixes his sculpture?
  - How does reflecting on his frustration help Bennie feel better?

## Chapter 2: *The S.T.A.R. Strategy for Daily Frustration*

It was a normal school day for Bennie and his friends, but everything seemed to be going wrong for Bennie. First, he forgot his homework at home. Then, during lunch, he dropped his sandwich on the ground. To make things worse, during art class, the sculpture he had been working on fell apart. By the time recess came, Bennie was feeling frustrated, and even the small things were starting to get to him.

As he sat on the bench, scowling at his broken sculpture, Ollie, Harriet, Buzz, Betty, and Sammy came over. They could tell Bennie was upset.

"What's wrong, Bennie?" Harriet asked.

Bennie sighed. "Everything is going wrong today. I can't even make my sculpture work! It's like nothing is going the way it's supposed to."

Buzz buzzed around, thinking. "It sounds like you're having one of those days where the little things just keep piling up."

"Yeah, I hate it when that happens," Betty said. "It makes you feel like you can't control anything."

Ollie sat down next to Bennie. "Have you tried using the S.T.A.R. strategy? It might help."

Bennie raised an eyebrow. "But the S.T.A.R. strategy is for solving problems with other people, or when we have to make big decisions. This is just a bunch of small stuff that's driving me crazy."

"That's true," Ollie agreed, "but the S.T.A.R. strategy can help with daily frustrations too. It's not just for big conflicts or decisions, it can help us handle the little things that pile up and make us feel stressed."

Bennie thought about it for a moment. He wasn't sure how stopping and thinking would help with something like dropping his sandwich or a broken sculpture, but he was willing to try.

"Okay, let's try it," Bennie said. "What's the first step again?"

"First, we Stop," Ollie explained. "That means we pause and take a deep breath to calm down before reacting."

Bennie took a deep breath, just like Ollie suggested. He could feel his frustration starting to ease a little.

"Now we move to Think," Ollie continued. "Think about what's bothering you. Why are these little things making you so upset?"

Bennie thought about it. "Well, I guess I'm upset because I feel like nothing is going right. It's not just one thing, it's everything going wrong at once."

"That makes sense," Harriet said. "When a lot of little things go wrong, your brain starts predicting that the whole day will be bad, and that makes you feel frustrated."

Bennie nodded. "Yeah, that's exactly how I feel."

"But if you know that's what's happening," Ollie added, "you can change the way your brain predicts things. Instead of letting the frustration build up, you can decide to focus on something else and find a way to handle it."

"That's the next step, Act," Betty chimed in. "Now that you've thought about why you're frustrated, you can choose what to do next."

Bennie looked at his broken sculpture. He had two choices: he could either keep being frustrated or he could try to fix it, knowing that it didn't have to ruin his whole day.

"I think I'll try to fix the sculpture," Bennie said after a moment. "It's not the end of the world that it broke. And maybe I can make it even better than before."

"Good choice," Ollie said with a smile. "Now, after you act, there's the last step, Reflect. After you fix it, think about how things worked out and whether you handled the frustration better." Bennie nodded and got to work fixing his sculpture. As he glued the pieces back together, he realized that using the S.T.A.R. strategy had helped him calm down and approach the problem differently. Instead of letting his frustration get the best of him, he had stopped, thought it through, and made a better choice.

Once he finished, Bennie sat back and smiled at his fixed sculpture. "I think it looks even better now. And I feel a lot better, too."

"That's great, Bennie!" Sammy said. "Sometimes, the S.T.A.R. strategy helps you realize that the little things aren't as bad as they seem when you're frustrated."

"And by reflecting on it," Buzz added, "you can see that even on bad days, you can handle the little frustrations in a better way."

Bennie felt proud of himself. "I guess I never thought about using the S.T.A.R. strategy for stuff like this. But it really does help, even with the small things."

Grandma, who had been watching from a distance, came over with a warm smile. "You all did a wonderful job using the S.T.A.R. strategy today. Remember, our brains are always predicting how things will go. When a lot of small frustrations pile up, it's easy for your brain to predict that the whole day will be bad. But by stopping, thinking, and acting calmly, you can help your brain make better predictions."

Bennie grinned. "Thanks, Grandma. I'll try to remember that next time I feel frustrated."

"And don't forget," Grandma added, "reflecting on how you handled the frustration helps you learn from it. Now you know that even when things go wrong, you have the tools to manage it."

As the group got ready to head back to class, Bennie felt lighter. He knew that even when the little things went wrong, he didn't have to let them ruin his day. The S.T.A.R. strategy wasn't just for big problems, it was a tool he could use every day, whenever frustration crept in.

From that day on, Bennie and his friends used the S.T.A.R. strategy not just for big decisions or conflicts, but for handling everyday frustrations too. They learned that no matter how small or big the problem, they had the power to stop, think, act, and reflect to make things better. And with that, even the tough days felt a little easier to handle.

## Post-Chapter Teacher Script

- **Teacher:** "Let's talk about what Bennie learned today. He realized that the S.T.A.R. strategy can help with daily frustrations, too, not just big problems. Sometimes, when a lot of little things go wrong, it can make us feel upset. But by stopping, thinking, acting, and reflecting, we can change how we feel about the situation."

## Post-Chapter Questions

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

- What made Bennie feel frustrated throughout the day?
- Why did Ollie think the S.T.A.R. strategy would help with Bennie's daily frustrations?
- How did taking a deep breath help Bennie calm down?
- What did Bennie realize when he thought about why he was frustrated?
- How did Bennie feel after deciding to fix his sculpture instead of giving up?
- What does it mean to "reflect" on how you handled a situation?
- How did Bennie's mood change after using the S.T.A.R. strategy?
- Can you think of a time when small things frustrated you? How did you handle it?
- How can we use the S.T.A.R. strategy in our everyday lives?
- Why is it important to reflect on how we deal with frustration?

Do an Activity (20 minutes)

- **Students will** identify everyday frustrations, explore their emotional responses, and practice applying the S.T.A.R. (Stop, Think, Act, Reflect) strategy through journaling and role-play to manage those frustrations in thoughtful and constructive ways.

**Please choose from the following 2 activities:**

**Activity 1: Identifying Daily Frustrations & Applying the S.T.A.R. Strategy(15 minutes)**

### Introduce Activity

"Now we're going to think about the small frustrations we experience every day. We'll practice using the S.T.A.R. strategy to handle them."

## Activity Instructions

1. Hand out the S.T.A.R. Strategy for Daily Frustrations worksheet.
2. Ask students to think of one small thing that recently frustrated them (e.g., forgetting a book at home, spilling a drink, or not understanding a math problem).
3. Have students write down their frustration and how it made them feel.
4. Next, have them write how they would apply the S.T.A.R. strategy to handle the frustration better next time (Stop, Think about the problem, Act by choosing a solution, Reflect on how they feel after solving the problem).
5. Ask a few students to share their examples with the class.

## Activity 2: S.T.A.R. Role-Play Scenarios (15 minutes)

### Introduce Activity

"Now we're going to practice using the S.T.A.R. strategy with some role-playing scenarios. You'll work in pairs, and I'll give you a small frustration to act out. Then, you'll use the S.T.A.R. strategy to solve it."

### Activity Instructions

1. Divide students into pairs.
2. Give each pair a scenario card
3. Have students act out how they would use the S.T.A.R. strategy to handle the frustration.

Example Scenarios:

- You spilled your juice at lunch and feel embarrassed.
  - You can't find your homework in your backpack.
  - Your friend accidentally knocked over your building blocks.
  - You made a mistake in your art project and feel frustrated.
  - You wanted to be first in line, but someone else got there first.
  - You forgot your pencil at your desk, and now you're late starting your assignment.
  - You were really excited to answer a question, but the teacher called on someone else.
  - Your computer or tablet froze while you were working on a project.
  - You dropped your lunch on the floor right after you opened it.
- You practiced for a game, but your team didn't win, and you feel disappointed.

After the role-play, ask students to share how using the S.T.A.R. strategy helped them handle the frustration.

## Review and Reflection Teacher Script



### 1. **Gather in a Circle for Reflection:**

- “Let’s all come back together in a circle.”

### 2. **Closing**

“Let’s hear from a few of you. Who would like to share either the frustration you wrote about or what happened in your role-play? What part of the S.T.A.R. strategy helped the most? Did anything surprise you about how you felt after solving the problem in a calmer way?”

“What’s one small frustration you’ve had before that now feels easier to handle?”

“Which part of the S.T.A.R. strategy is the hardest for you? Which part is the easiest?”

“Why is it helpful to practice for small problems before bigger ones come along?”

## Home Connection Letter

### 1. **Sending Information Home:**

- “Before you go, I have a letter for you to take home. You all did a great job today, thinking through your emotions and trying out healthy ways to respond. Every time you use the S.T.A.R. strategy, you build self-control and confidence, even in the little moments. Remember, how we handle the small stuff helps prepare us for the big stuff too.”
- 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 how to manage everyday frustrations by practicing the S.T.A.R. strategy: **Stop, Think, Act, Reflect**.



Students reflected on recent moments where they felt upset about small things and discussed strategies to handle those emotions more effectively. They also acted out common school scenarios and practiced using S.T.A.R. to respond thoughtfully and calmly.

We're helping students understand that while frustrations are a normal part of life, how we *respond* makes all the difference.

Ask your child about a time they used S.T.A.R. today, and what they might do next time something small goes wrong.

Best Regards,

# ***S.T.A.R. Strategy***



**Stop  
Think  
Act  
Reflect**



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# ***S.T.A.R. Strategy for Daily Frustrations***



One small thing that frustrates me is \_\_\_\_\_

\_\_\_\_\_

It makes me feel \_\_\_\_\_

I can use the S.T.A.R. Strategy to help me by:

S (stop & calm down) \_\_\_\_\_

T (think about ways to solve the problem) \_\_\_\_\_

\_\_\_\_\_

A (choose a solution & try it out) \_\_\_\_\_

\_\_\_\_\_

R (reflect: how do you feel after solving the problem?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You spilled your juice at lunch and feel embarrassed.

You can't find your homework in your backpack.

Your friend accidentally knocked over your building blocks.

You made a mistake in your art project and feel frustrated.

You wanted to be first in line, but someone else got there first.

You forgot your pencil at your desk and now you're late starting your assignment.

You were really excited to answer a question, but the teacher called on someone else.

Your computer or tablet froze while you were working on a project.

You dropped your lunch on the floor right after you opened it.

You practiced for a game, but your team didn't win and you feel disappointed.