

# ***Resolving Conflicts with the S.T.A.R. Strategy***

Lesson Objective:

Students will learn how to use the S.T.A.R. strategy (Stop, Think, Act, Reflect) to resolve conflicts and understand the importance of managing emotions in conflict situations.

Materials Needed:



- Copy of Chapter 4: Resolving Conflicts with the S.T.A.R. Strategy
- S.T.A.R. Strategy Poster
- Pencils and markers
- 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)
- Briefly discuss what they think S.T.A.R. stands for (Stop, Think, Act, Reflect).

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

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

- "Today, we're going to learn about how we can resolve conflicts when they come up. Have you ever had a disagreement with a friend or classmate? It happens to all of us! But the important thing is learning how to solve the problem and stay friends. We're going to read a chapter today where Ollie and his friends use something called the S.T.A.R. strategy to solve their problem. S.T.A.R. stands for Stop, Think, Act, and Reflect."
- Wait for the children to settle.

### **2. Discussion Starter**

- "Now, can anyone explain what a conflict is?" Wait for a few children to respond and acknowledge their answers.
- "How do you feel when you're in an argument or disagreement with someone? What usually happens when people get upset during a conflict? Why do you think

it's important to stay calm during a disagreement? Have you ever been able to work through a conflict with a friend or family member? How did you do it?"  
[Pause for student responses.]

- "We're going to read Chapter 4 from *Ollie's Superpower Squad- Fourth Grade Challenges*, where Ollie and his friends learn about the S.T.A.R. strategy and how to apply it to conflicts."

Read the Chapter (15 minutes)

Story Time Outline:



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

### Story Time Teacher Script:

#### 1. Prepare the Students for the Story:

- "The fourth chapter in our novel *Ollie's Superpower Squad- Fourth Grade Challenges* is called "Resolving Conflicts with the S.T.A.R. Strategy and while I read the chapter, I want you to think about how the characters use this strategy to help solve their problems." (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 did Buzz get upset with Harriet during the soccer game?
  - How did Harriet respond when Buzz yelled at her?
  - What does Ms. Sanchez suggest they do to resolve the conflict?
  - What does it mean to "Stop" in the S.T.A.R. strategy?
  - Why is it important to take a deep breath before acting in a conflict?
  - How does thinking help Buzz and Harriet understand what went wrong?
  - What does Harriet realize during the "Think" step?
  - How do Buzz and Harriet use the "Act" step to fix the problem?
  - Why is reflection an important part of solving conflicts?
  - What did the group learn from using the S.T.A.R. strategy?

## Chapter 4: Resolving Conflicts with the S.T.A.R. Strategy

It had been a busy week for Ollie, Harriet, Benny, Sammy, Buzz, and Betty. As they adjusted to the new challenges of fourth grade, they were learning how to use their strengths to solve problems, empathize with others, and work toward their goals. But one afternoon, an unexpected conflict arose, and it would challenge their ability to work together.

The group was playing their favorite game of soccer during recess. As always, Harriet was speeding across the field, her energy driving the game. Benny, with his strength, was defending the goal, while Buzz was darting around, coming up with creative moves to pass the ball. Everything was going smoothly—until an argument erupted.

"I had that goal! You should have passed it to me!" Buzz yelled at Harriet, who had kicked the ball without looking to see that Buzz was wide open.

Harriet crossed her arms, frustrated. "I didn't see you! I thought I could make the shot myself."

"But I was right there!" Buzz fumed. "If you'd passed it, we would've scored."

Sammy and Ollie exchanged nervous glances, while Betty stood by, watching the argument unfold.

"Stop!" Benny called, stepping in between Buzz and Harriet. "Let's calm down."

Ms. Sanchez, who had been supervising from a distance, walked over. "It seems like there's some frustration here," she said gently. "This is a good opportunity to practice conflict resolution."

Buzz and Harriet both looked away, still fuming.

Ms. Sanchez smiled. "We're going to use the S.T.A.R. strategy to help resolve this. Remember, S.T.A.R. stands for Stop, Think, Act, Reflect. Let's work through it together."

The group huddled around as Ms. Sanchez explained each step.

S: Stop

"First, let's stop and take a deep breath," Ms. Sanchez said. "When we're upset, our emotions can take over, and it's hard to think clearly."

Harriet and Buzz both closed their eyes for a moment, taking deep breaths. As they calmed down, the tension in the group seemed to ease a bit.

T: Think

"Now let's move to 'Think,'" Ms. Sanchez continued. "What's really going on here? Let's think about what each of you is feeling."

"I was just really frustrated because I thought I could make the shot," Harriet said, her voice softening. "But I didn't realize Buzz was open."

Buzz nodded. "And I was upset because I felt like I wasn't being included. I thought Harriet ignored me on purpose."

Ms. Sanchez nodded. "It's important to think about how our emotions affect how we see things. Remember, our brains predict how we'll feel based on past experiences, and

sometimes those predictions aren't always accurate. Harriet didn't mean to ignore Buzz, and Buzz wasn't trying to make things worse. But because you were both frustrated, it was easy to think the other person was wrong."

A: Act

"Now, let's talk about the 'Act' part of the strategy," Ms. Sanchez said. "What can you do to solve this problem?"

Harriet looked at Buzz. "I think I need to pay more attention to where my teammates are. Next time, I'll look around before I take a shot."

Buzz nodded. "And I'll speak up sooner, instead of getting mad. If I had called out to Harriet during the game, maybe she would've seen me."

Ms. Sanchez smiled. "That's a great plan. You're both using your strengths—Harriet's energy and Buzz's creativity—to think of ways to work together better."

Ollie, always the strategist, chimed in. "Maybe we could come up with signals to let each other know when we're open. That way, we don't miss any chances."

Sammy added, "And if we get frustrated again, we can remember to stop and take a breath before reacting."

Betty, the problem-solver, nodded. "We can all practice talking about what we're feeling instead of jumping to conclusions."

R: Reflect

Finally, Ms. Sanchez explained the last step. "After you've acted, it's important to reflect. What have we learned from this, and how can we use it in the future?"

Harriet looked at Buzz. "I learned that I need to slow down and think about the team, not just what I'm doing."

Buzz smiled. "And I learned that I need to speak up instead of holding in my frustration. I shouldn't assume people know what I'm thinking."

Ms. Sanchez nodded approvingly. "That's a wonderful reflection. You've both learned something important about communication and teamwork."

The group felt the tension lift as Harriet and Buzz shook hands, both of them smiling now.

As they headed back to class, Sammy reflected aloud, "The S.T.A.R. strategy really helps. We were all upset at first, but stopping to think and talk about it made things clearer."

"Yeah," Buzz agreed. "It's like when we use empathy. Instead of just reacting, we thought about what the other person might be feeling."

Harriet, feeling calmer now, added, "I guess I got too focused on winning the game. But slowing down helped me see that we're all on the same team."

Ollie grinned. "And now we have a plan for next time. We'll use our signals, and we'll communicate better."

Betty, always ready to reflect, said, "It's cool how we can use our strengths to solve problems, not just by doing what we're good at, but by thinking about how to help each other, too."

Grandma, who had been waiting outside the classroom to walk them home, smiled as she listened to their conversation. "You've all done an amazing job today. Conflict is a normal part of friendships, but by using the S.T.A.R. strategy, you learned how to manage your emotions and resolve things peacefully. And by reflecting on the situation, you'll grow even stronger as a team."

As they walked home, Ollie, Harriet, Benny, Sammy, Buzz, and Betty felt proud of what they had learned. They knew that conflicts would come up again, but now they had a tool—along with their strengths—to handle them. By stopping, thinking, acting, and reflecting, they could face any challenge that came their way, together.

And with each step they took, they knew that fourth grade was about more than just learning in the classroom. It was about growing as friends, as teammates, and as problem-solvers—one S.T.A.R. moment at a time.

### 3. Post-Chapter Teacher Script

- **Teacher:** "Well, it seems that the S.T.A.R. strategy really seems to help Ollie and his friends out. Maybe it will be helpful for us too."

### 4. Post-Chapter Questions

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

- How do you think Buzz felt when Harriet didn't pass the ball to him?
- Why was Harriet frustrated during the game?
- Do you think it's easy to "Stop" when you're upset? Why or why not?
- What could have happened if they didn't use the S.T.A.R. strategy to resolve their conflict?
- Can you think of a time when you had to calm down before solving a problem?
- How do you think Buzz and Harriet's friendship changed after using the S.T.A.R. strategy?
- Why is communication important in resolving conflicts?
- How does thinking about the other person's feelings help in solving disagreements?
- Why do you think reflecting on what happened is the last step?
- How can we use the S.T.A.R. strategy in other areas of our life, not just during games?

Do an Activity (20 minutes)

- Students will practice using the S.T.A.R. strategy in various roleplay scenarios

### **Activity: Role-Playing Conflict Resolution(20 minutes)**

#### **1. Introduce Activity**

"Now that we've learned about the S.T.A.R. strategy, let's practice using it. I'm going to give you some scenarios where two people might have a conflict. In pairs, you'll role-play how to use the S.T.A.R. strategy to solve the problem."

#### **2. Activity Instructions**

- Break students into pairs and give each pair a conflict scenario card.
- Each pair will act out their scenario and then go through the steps of the S.T.A.R. strategy (Stop, Think, Act, Reflect) to resolve the conflict.



- After 5 minutes, each pair will briefly share with the class how they used the strategy to solve their conflict.  
(You might want to choose a group or two to roleplay in front the the entire class to discuss.)

### 3. Reflection



“Great job, everyone! We learned how the S.T.A.R. strategy can help us work through conflicts calmly and respectfully. Remember, when we Stop, Think, Act, and Reflect, we’re not only solving problems but also strengthening our friendships.”

### Wrapping it Up

Wrap Up the Lesson (5 minutes)

#### 1. Review and Reflection Overview:

- Review what they learned solving problems with the S.T.A.R. Strategy
- 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.”



“Before we finish, what is the first thing we should do when a conflict happens? How does the "Think" step help us understand the other person’s point of view? How does using the S.T.A.R. strategy help us become better friends? What did you learn today about solving conflicts? How will you use the S.T.A.R. strategy in the future?”

- Listen to a few responses and provide positive reinforcement.

#### 2. Closing

- "Great job, everyone! Today, we worked on using the S.T.A.R. strategy to solve a conflict."

### Home Connection Letter

#### 1. Sending Information Home:

- “Before you go, I have a letter for you to take home. It explains that we learned the S.T.A.R. Strategy to solve problems peacefully..”

- Hand out the letters as the children prepare to leave. “Great job, everyone! I’m looking forward to seeing us all use S.T.A.R. to solve our problems in positive ways!”

## 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 using the S.T.A.R. strategy (Stop, Think, Act, Reflect) to resolve conflicts in a positive way.



They practiced understanding how to manage their emotions, think through a problem, and find peaceful solutions when disagreements happen.

By using this strategy, students are building their skills in communication, empathy, and teamwork—important tools they will use in their everyday lives.

Ask your child about the S.T.A.R. strategy and how they can use it both at school and at home to resolve conflicts peacefully.

Sincerely,  
[Your Name]

A friend didn't share a toy during recess, and the other friend got upset.

Two students both want to be first in line.

One student accidentally broke another student's pencil, and a disagreement started.

Two students are working on a group project. One feels like they are doing all the work, while the other hasn't contributed much. They get into a disagreement during class.

A student accidentally spills juice on another student's lunch tray. The student whose lunch was spilled gets upset and blames the other student for not being careful.

Two friends are playing a game during recess, and one loses. The friend who lost gets upset and accuses the other of cheating, even though it was just a fair game.

Three students are taking turns jumping rope. One student is upset because they feel like they're not getting as many turns as the others and thinks it's unfair.

During art class, students realize that some of their colored pencils are missing. They accuse the student sitting next to them of taking them without asking, which leads to an argument.

A student is upset because they weren't invited to a birthday party that other classmates were invited to. They confront their friend about why they weren't included, leading to hurt feelings.

Two students want to play with the same toy during free time. One student grabs it first, and the other feels it's unfair because they have been waiting for a turn.

Two students are arguing about where they sit in the circle during class. Both want to sit beside the teacher.

Your friend is upset with you because they think you cheated during a ball game at recess. You didn't cheat and you're upset.

Your classmate is frustrated because they didn't get to be the head of the line during PE class and they are upset with the classmate who was line leader.

Your friend is upset because they didn't get to play the lead role in the school play. They tell the person who won the role that they aren't a very good actor.

During an assembly in the auditorium, a classmate tripped over another classmate and fell down. The one who tripped accused the other of tripping them on purpose.

A classmate is upset because they accidentally spilled their lunch in the cafeteria and another classmate laughed at them. Now they are arguing about the situation.