

# ***Reflecting with the S.T.A.R. Strategy***

Lesson Objective:

Students will learn to use the S.T.A.R. (Stop, Think, Act, Reflect) strategy to reflect on past decisions.

Students will understand how emotions can influence decision-making and how reflecting on those decisions can lead to better choices in the future.

Students will practice using reflective thinking to grow as decision-makers.

Materials Needed:



- Copy of Chapter 10: Reflecting with the S.T.A.R. Strategy
- S.T.A.R. Strategy Poster
- Pencils and markers
- S.T.A.R. Strategy 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 on the importance of reflection.

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

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

- "Today, we're going to talk about reflecting on decisions we've made in the past and how we can learn from them. We all make choices every day, but sometimes it's important to stop and think about those choices so we can understand what went well and what didn't. Have you ever made a decision and then looked back and realized you learned something from it?"

## 2. Discussion Starter

- "Who would like to share a time when you made a choice and learned something important after reflecting on it?"
- Encourage them to briefly share an example (e.g., choosing a project topic, handling a conflict with a friend, etc.).

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 10 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 chapter from \*Ollie's Superpower Squad\* where the characters use the S.T.A.R. strategy to look back at decisions they've made. Let's see how they use it to reflect on their choices and learn from their experiences."
- (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 decision is Harriet reflecting on from Halloween night?
  - How does Buzz feel about his own decisions during the Halloween incident?
  - Why does Ollie suggest using the S.T.A.R. strategy to reflect on their choices?
  - What emotions do Harriet and Buzz mention influenced their decisions that night?

- Why do you think Grandma says it's important to reflect on past decisions?
- How did Harriet's feelings change after using the S.T.A.R. strategy?
- What did Buzz learn about following peer pressure after reflecting on his decision?
- Why does Betty think reflecting before making a choice is important?
- How did the friends use their strengths to support each other when facing peer pressure?
- What can the group learn from reflecting on their decisions as a team?

### **Chapter 10: Reflecting with the S.T.A.R. Strategy**

It was the night before Thanksgiving, and Ollie, Harriet, Benny, Sammy, Buzz, and Betty were gathered around the cozy warmth of Ollie's living room. The air outside was crisp, and the first hint of winter was settling over the town. Inside, the friends were enjoying hot cocoa and reflecting on the busy season that had just passed. From Halloween to school projects, the past few weeks have been full of decisions, challenges, and adventures.

As they settled into their usual spots, Grandma, who had been preparing for Thanksgiving in the kitchen, came in to check on them.

"You've all had quite the eventful fall," she said, smiling. "It's a good time to pause and reflect on everything that's happened. You've made a lot of decisions recently, and it's always helpful to look back and think about what you've learned."

Ollie perked up at this. "That sounds like a perfect time to use the S.T.A.R. strategy again! We can reflect on the choices we've made and see what we learned from them."

Buzz, who had just finished his cocoa, buzzed with excitement. "Yeah! We've used S.T.A.R. to solve problems in the moment, but we haven't really used it to look back at our past decisions."

Harriet, always eager for action, nodded enthusiastically. "I like that idea. I've made a few decisions this past month that I want to think more about."

"Great," Grandma said, taking a seat. "Let's work through it together. The S.T.A.R. strategy isn't just for handling problems in the moment—it's also a way to reflect on what's worked and what hasn't, so you can make better decisions in the future."

S: Stop

First, they all stopped what they were doing and took a moment to focus. The warmth of the room and the quiet helped them relax, and they each thought about one decision they wanted to reflect on.

“I’m thinking about how I handled the peer pressure on Halloween,” Harriet said. “I was ready to go to Old Man Jenkins’ house just because Ryan dared me, but I’m glad I stopped and thought about it first.”

Buzz thought back to his own experience. “I was so focused on getting the biggest candy bar that I almost didn’t realize I was letting Ryan pressure me too. Stopping to think made all the difference.”

Ollie nodded, remembering how they had used the S.T.A.R. strategy that night. “It was a good decision for all of us to pause before we acted.”

T: Think

Next, they moved on to the “Think” step. Grandma guided them through it. “What was happening when you made the decision? What were you feeling?”

Harriet furrowed her brow. “I was feeling frustrated because I didn’t like being called scared. It pushed me to make a decision I didn’t really want to make.”

Buzz added, “And I was feeling excited about the idea of getting more candy. But I also felt a little worried about going to that house. I just didn’t want to seem like a chicken in front of everyone.”

Betty chimed in, thinking back to her own feelings. “I remember feeling torn. Part of me wanted to go along with the group, but the other part of me knew it wasn’t the right choice.”

Sammy, always the empathetic one, nodded. “It’s interesting how emotions influence our decisions. We weren’t just thinking logically—we were reacting to how we felt in the moment.” Grandma smiled. “Exactly. Our emotions shape how we think about a situation, but reflecting on those feelings helps us understand why we made the choices we did. And that leads us to the next step.”

A: Act

“Now, let’s think about the actions you took,” Grandma continued. “What did you do in response to those feelings?”

Ollie spoke up first. “We decided to step back and talk about it as a group. Instead of just going along with Ryan, we used our strengths—like planning, problem-solving, and empathy—to figure out what was best for us.”

Benny added, “I remember how we all came together to support each other. That made it easier to say no to Ryan’s pressure.”

Harriet smiled. “I’m glad we didn’t rush into anything. Talking it through helped me see that I didn’t have to prove anything to anyone. I already knew I was brave, with or without Ryan’s dare.”

Buzz laughed. “And I learned that candy isn’t worth doing something you’re uncomfortable with!”

R: Reflect

Finally, Grandma led them into the last step: Reflect. “Now that you’ve thought about the decision and your actions, what did you learn? How will this help you in the future?”

Harriet leaned back in her chair. “I learned that just because someone pressures me, it doesn’t mean I have to listen. I can make my own choices based on what feels right.”

Betty, who loved solving problems, added, “I think we all learned that stopping to reflect makes a huge difference. If we hadn’t paused to think, we might have made a choice we’d regret.”

Ollie, always the planner, nodded thoughtfully. “I’ve learned that it’s important to listen to how you’re feeling but also to take time to think about the long-term consequences. The S.T.A.R. strategy helps me remember to slow down and reflect before making a big decision.”

Benny smiled, feeling proud of how they had handled the situation. “And I learned that when we support each other, it’s easier to make the right choices. Peer pressure is tough, but with our strengths—and each other—we can handle it.”

Buzz, always buzzing with energy, grinned. “I learned that it’s okay to say no, even when everyone else is saying yes. Standing up for yourself feels pretty good.”

Sammy added, “And I think reflecting on our decisions helps us grow. We’re not just reacting—we’re learning from what we’ve done.”

Grandma beamed at them, her eyes twinkling with pride. “You’ve all done an amazing job reflecting on your decisions. The S.T.A.R. strategy is a powerful tool, and by using it to look back, you can learn so much about yourselves and how you handle different situations.”

As the night wore on, the friends continued to talk about other decisions they had made, both big and small. They realized that reflecting on their choices not only helped them understand what had happened but also prepared them for future challenges.

With Thanksgiving just hours away, they felt thankful for their friendship and the lessons they had learned together. The holiday season was in full swing, and with their personal strengths and the S.T.A.R. strategy by their side, they knew they could handle whatever came next.

And, as they settled in for the night, the warm glow of the living room filling them with comfort, they felt ready to face the future—one thoughtful, reflective decision at a time.

### 3. Post-Chapter Teacher Script

- **Teacher:** “Reflection is sometimes a step that we miss when we’re making decisions, but when we spend some time reflecting, we can definitely learn some important things about ourselves, the situation, and what to do next time.”

### 4. Post-Chapter Questions

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

- How does using the S.T.A.R. strategy help the group think about their past decisions?
- Why is it important to stop and reflect before making a choice?
- What emotions do you think influence your decisions in similar situations?
- How can thinking about the long-term consequences help you make better choices?
- What role does peer pressure play in decision-making?
- How did Harriet’s reflection on her bravery change her perspective?
- Why is it sometimes difficult to reflect on our decisions?
- How can supporting each other as friends help when you’re faced with a tough decision?
- What did Buzz mean when he said standing up for yourself feels good?
- How can you apply the S.T.A.R. strategy to decisions you make in your own life?

Do an Activity (20 minutes)

- Students will practice working through the S.T.A.R. strategy, focusing on the Reflection step of the strategy.

### Activity: Personal Coping Plan (20 minutes)

#### 1. Introduce Activity

"Now that we’ve read about Ollie and his friends using the S.T.A.R. strategy, we’re going to try it ourselves. Think about a decision you’ve made recently—maybe something at school or at home. We’re going to reflect on that decision using the S.T.A.R. strategy.”



## 2. Activity Instructions

Step 1: Hand out the S.T.A.R. Strategy worksheet

Step 2: Choose a decision that you might have made recently.

Here are some examples of decisions that you might have made. These examples might help you to think about situations where you've made choices, whether they were big or small:

1. Choosing a friend to play with during recess:
  - Did they decide to play with someone new or stick with their usual group of friends?
2. Handling a disagreement with a classmate:
  - Did they argue back or try to calmly talk about the problem?
3. Completing homework:
  - Did they do their homework right away or put it off until later?
4. Helping a classmate:
  - Did they offer help to a classmate who was struggling with schoolwork or stay focused on their own work?
5. Deciding how to spend free time:
  - Did they play video games or use the time to finish a school project?
6. Choosing how to respond to peer pressure:
  - Did they go along with what their friends were doing, even if they weren't comfortable with it?
7. Eating lunch or a snack:
  - Did they choose a healthy option or go for something less healthy?
8. Handling a mistake:
  - Did they admit to making a mistake or try to cover it up?
9. Participating in class:
  - Did they raise their hand to share their ideas or stay quiet, even though they had something to say?
10. Including others in a game or activity:
  - Did they invite a classmate who was alone to join their game or ignore them?

These examples can help spark reflection and make it easier for students to identify moments in their lives where they've made decisions they can reflect on using the S.T.A.R. strategy.



### Step 3: Guided Reflection:

Walk students through the worksheet, prompting them to think of a specific decision. Use these guiding questions:

- Stop: What decision did I make?
- Think: What was I feeling when I made this choice?
- Act: What action did I take, and what were the results?
- Reflect: What did I learn from this decision, and how can it help me make better choices 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 S.T.A.R. strategy in their daily lives, not just when they're in the moment but also when they want to reflect on past experiences.

### Review and Reflection Teacher Script

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

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

#### 2. Closing

- "Great job reflecting on your decisions today. Using the S.T.A.R. strategy isn't just about solving problems when they happen—it's also about learning from our past choices. Reflecting on decisions helps us grow, and it helps us be better prepared the next time we face a tough choice."



### 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 the importance of reflecting on the decisions that we make."





- 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 learned about reflecting on decisions using the S.T.A.R. strategy (Stop, Think, Act, Reflect). We discussed how reflecting on past choices helps us understand our emotions, learn from our experiences, and make better decisions in the future. Your child worked on identifying a recent decision they made and used the S.T.A.R. strategy to reflect on how they felt and what they learned.

We encourage you to ask your child about their reflection and how they plan to use the S.T.A.R. strategy to handle future decisions thoughtfully.

Thank you for supporting your child's growth!

Best Regards,



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

S: Stop

Think about a decision you made recently. What was the situation, and what decision did you need to make?

Situation:

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Decision:\*

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T: Think

What were you feeling when you made the decision? Were you upset, excited, nervous, or something else?

What did you think might happen when you made this decision?

My feelings:

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What I thought might happen:

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A: Act

What did you do? How did you act based on your feelings and thoughts?

Describe the action you took:

What I did:

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R: Reflect

Now that you've thought about the decision and what you did, what did you learn?

Would you make the same decision again? Why or why not?

What I learned:

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Would I make the same choice again? Why/Why not?

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Moving Forward

How can you use what you've learned from this experience to make better decisions in the future?

Write down one thing you'll do differently next time:

\*Next time, I will:\*

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