

Navigating Disagreements

Lesson Objective:

- Students will learn how to manage disagreements constructively using the S.T.A.R. strategy (Stop, Think, Act, Reflect).
- Students will practice listening to differing perspectives and brainstorming solutions that respect everyone's opinion.
- Students will understand the importance of compromise and how to foster positive communication in friendships.

Materials Needed:



- Copy of Chapter 9: Navigating Disagreements
- Paper and pencils
- S.T.A.R. Strategy Poster
- S.T.A.R. Decision-making Worksheet
- 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 why it's important to handle disagreements respectfully and effectively.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to talk about something very important—how to navigate disagreements in a way that keeps our friendships strong. Everyone has different opinions, and it's natural for disagreements to happen, especially when we all want different things. But the key is learning how to handle those disagreements in a way that helps, instead of hurts, our relationships. That's what the Star Squad is learning in Chapter 9 of our book."
- Wait for the children to settle.

2. Discussion Starter

- "Why do you think it might be challenging to handle disagreements and how do you feel when a disagreement arises?"



- Encourage students to share brief examples. Explain that today's lesson will help them think about how to deal with disagreements effectively and help our relationships.

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 9 aloud.
- Ask questions during key parts of the story.

Story Time Teacher Script:

1. Prepare the Children for the Story:

- "Let's read *Chapter 9: Navigating Disagreements* together. Pay attention to how the Star Squad learns to use the S.T.A.R. Strategy to deal with disagreements and preserve their relationships."
- (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 Buzz want to go ice skating?
- What is Harriet's reason for suggesting a holiday movie?
- What does Ollie suggest instead of choosing one activity?
- How does Maya feel caught in the middle of the disagreement?
- Why does Ollie suggest using the S.T.A.R. strategy?
- How does the group start to understand each other's point of view?
- What is the compromise they eventually agree on?
- Why does using the "You're a Star" strategy help keep things positive?
- What are some reasons why disagreements might escalate if not handled well?
- What do the characters learn about compromise by the end of the chapter?

Chapter 9: Navigating Disagreements

December had arrived, bringing cold weather and holiday excitement. In the midst of all the seasonal cheer, Mr. Jenkins introduced a new topic to the class: handling disagreements constructively.

"In any relationship, whether it's a friendship, a family connection, or even working with classmates, disagreements happen," Mr. Jenkins said. "The important thing is to learn how to handle them in a way that keeps the relationship strong."

The friends listened carefully. They had their fair share of small arguments, but they hadn't always thought about how to work through them in a constructive way.

A Disagreement Arises

Later that week, a disagreement came up between the group. They were planning a holiday activity to do together, but they couldn't agree on what to do.

"I think we should go ice skating," Buzz suggested. "It's so much fun, and we haven't been to the rink yet this year."

Harriet shook her head. "But it's going to be really crowded this close to the holidays. What if we just watched a holiday movie together instead?"

Ollie added, "What about having a cookie-decorating contest? That way, we could all bring some cookies home."

Benny and Sammy liked the idea of ice skating, while Betty leaned more toward the movie. Maya wasn't sure which idea to choose and felt a little caught in the middle. As the conversation continued, the disagreement grew more heated.

Using the S.T.A.R. Strategy

Ollie, sensing that things were starting to get tense, suggested they use the S.T.A.R. strategy: Stop, Think, Act, Reflect.

"Let's Stop and take a breath," he said. "We're all getting frustrated, and we're not really listening to each other."

The friends took a moment to pause, and then they moved on to the next step.

"Think about why each person might feel the way they do," Ollie continued. "We all have reasons for wanting different things."

Harriet explained, "I just thought that a movie would be more relaxing. Ice skating sounds fun, but it can be a lot with so many people around."

Buzz responded, "I understand that, but we haven't done anything really active together in a while. I thought it would be nice to get out and do something."

Betty added, "And I like the idea of a movie because we can talk and hang out without all the noise."



Brainstorming a Compromise

As they continued to talk, it became clear that everyone had good reasons for their ideas. Instead of choosing just one, the group began brainstorming ways to combine the activities. “What if we start by decorating cookies together?” Maya suggested. “Then, we could watch a holiday movie while we eat them.”

Sammy liked the idea but added, “And maybe we could plan to go ice skating the next weekend when the rink is less crowded.”

The friends considered the options and realized that by compromising, they could enjoy multiple activities without anyone feeling left out. They decided to go with Maya’s suggestion: a cookie-decorating afternoon followed by a holiday movie, and a skating outing the following weekend.

Practicing the "You're a Star" Strategy

To keep things positive, they decided to use the “You’re a Star” strategy, which reminded them to acknowledge each other’s contributions and strengths.

“Buzz, you’re a star for suggesting ice skating,” Ollie said. “It reminded us to think about doing something active.”

“And Harriet, you’re a star for thinking about a relaxing option,” Betty added. “Sometimes we need a break from all the holiday hustle and bustle.”

Maya smiled. “I think we’re all stars for finding a way to make everyone happy.”

Reflecting on What They Learned

The next day, Mr. Jenkins asked the class to share their experiences with handling disagreements.

Harriet spoke first. “We realized that sometimes, we get so focused on what we want that we forget to think about why someone else might feel differently.”

Buzz nodded. “Using the S.T.A.R. strategy helped us stop and actually listen to each other instead of just arguing.”

Benny added, “And coming up with a compromise was a way to show that we cared about each other’s ideas.”

Mr. Jenkins smiled. “You’ve learned an important lesson about handling disagreements. It’s not always about getting your way—it’s about finding a solution that respects everyone’s opinions.”

Moving Forward

The friends left school that day feeling closer than ever. They had learned that disagreements didn’t have to drive them apart; instead, they could be an opportunity to practice understanding and compromise.



As they headed out to start their holiday activities, they knew that the real gift was the ability to work through challenges together and come out stronger on the other side. And with that, they walked off as a united group, ready to enjoy their cookie-decorating, holiday movie, and ice-skating adventure—all thanks to the power of compromise and thoughtful communication.

3. Post-Chapter Teacher Script

- **Teacher:** “Ollie and his friends were able to solve a disagreement using the S.T.A.R. Strategy and “You’re A Star.”

4. Post-Chapter Questions

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

- How did the friends begin to see each other's points of view?
- Why was it important for everyone to feel heard in the disagreement?
- What do you think would have happened if no one was willing to compromise?
- How did the S.T.A.R. strategy help the group stay calm?
- Can you think of a time when you had a disagreement with a friend? How did you handle it?
- Why is it important to stop and take a breath when you feel frustrated?
- How did the "You're a Star" strategy help the group stay positive during their disagreement?
- What does it mean to be a good listener during a disagreement?
- What are some ways we can make sure we compromise fairly in a disagreement?
- How can handling disagreements well make a friendship stronger?

Do an Activity (20 minutes)

- Students will practice using the S.T.A.R. strategy in small groups by role-playing common disagreements and finding constructive ways to resolve them.



Activity: Role-Playing a Disagreement (20 minutes)

1. Introduce Activity



○ "Now, we're going to do an activity where you'll get a chance to practice handling disagreements. I'll give each group a different scenario, and you'll act out a disagreement between friends. Your goal is to use the S.T.A.R. strategy to work through the disagreement, just like the Star Squad did. Remember: the S.T.A.R. strategy is about stopping, thinking, acting with kindness, and reflecting on what you learned."

2. Instructions

1. Divide students into small groups.
2. Give each group a different disagreement scenario (examples below). It might be helpful to have the students work out their role-play using the S.T.A.R. Decision-making Worksheet first.
3. Each group will role-play their scenario and use the S.T.A.R. strategy to resolve the conflict.
4. After each group performs, discuss how they used the S.T.A.R. strategy to resolve the disagreement and what they learned.

Example Scenarios:

Scenario 1: Two friends want to play different games at recess—one wants to play soccer, and the other wants to play tag.

Scenario 2: A group is trying to decide what to do for their class project, but no one can agree on a topic.

Scenario 3: One friend wants to borrow a classmate's art supplies, but the other is worried about them getting damaged.

Scenario 4: Two students are working together on a class project, but one person wants to finish the work quickly, while the other wants to take more time to make it perfect.

Scenario 5: A group of friends is planning a sleepover, but they can't agree on which movie to watch. One wants to watch a comedy, while the others prefer an action movie.

Scenario 6: Two friends are playing a board game, and one accidentally breaks a piece of the game. The other friend is upset and thinks the game is now ruined.

Scenario 7: One student wants to invite another friend to join a game at recess, but another student in the group feels left out and doesn't want the new person to play with them.

Scenario 8: A group of friends is deciding on which game to play during gym class, but everyone has a different opinion about which activity to choose.

Scenario 9: Two students want to sit together during lunch, but there is only one available seat. They both feel it's unfair if they don't get the seat.

Scenario 10: Two students are working on a group project, but one student feels like they're doing most of the work, while the other hasn't contributed much, leading to feelings of frustration and resentment.

Closing Discussion (5 minutes):

"Today, we learned that it's important to try to positively resolve a disagreement with friends so that our relationship with them is stronger, not weaker. Of course, from time to time, we might not always see eye to eye with a friend, but that's because we can all see things a bit differently, based on our past experiences and the brain's predictive nature. But when that happens, it doesn't mean that we have to lose a friend because of it, and the S.T.A.R. Strategy can really help us here."

3. Sharing



- After students complete the activity, invite a few students to share how they felt using the S.T.A.R. Strategy to address disagreements with friends.

4. Wrapping it Up

- "Great job, everyone! Today we learned that disagreements are a normal part of friendships, but how we handle them makes a big difference. By stopping to listen, thinking about why others feel the way they do, and coming up with a compromise, we can turn disagreements into opportunities to grow closer.



Remember, it's not about getting your way—it's about finding a solution that works for everyone."

Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- Have students think about a time they had a disagreement with a friend and then reflect on whether the S.T.A.R. Strategy might have helped and changed the outcome.

Review and Reflection Teacher Script



1. Gather in a Circle for Reflection:

- "Let's all come back together in a circle."
- "Let's take a few minutes to think back on a past disagreement and consider how the S.T.A.R. Strategy might have helped."
- Encourage students to share a few examples

2. Closing

- "Great job practicing using the S.T.A.R. Strategy when we are confronted with a disagreement with friends."

Home Connection Letter

1. Sending Information Home:

- "Before you go, I have a letter for you to take home. It explains that we learned how to handle disagreements in a constructive and respectful way and how the S.T.A.R. Strategy can help."
- 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 discussed an important lesson on how to handle disagreements in a constructive and respectful way. The students learned about using the S.T.A.R. strategy Stop, Think, Act, Reflect—to manage their emotions and work toward positive solutions when conflicts arise. We read a chapter from **The Star Squad: Navigating Fifth Grade Adventures**, where the characters worked through their own disagreements and practiced compromise.

In our activity, your child had the opportunity to role-play common disagreements and practice finding solutions that consider everyone's perspective. We encourage you to ask your child about what they learned today and perhaps even discuss ways to handle disagreements that might come up at home.

Learning how to navigate conflicts is a key skill that will help your child in friendships, school projects, and other areas of their life.



Best regards,



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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S.T.A.R. Decision-Making Worksheet

Name: _____

Date: _____

Scenario:

S.T.A.R. Strategy

1. Stop

- What decision do you need to make?

Write down the decision you need to make.

2. Think

- What are the options?

List the choices you have.

Option 1: _____

Option 2: _____

(You can add more options if needed.)

- What are the short-term benefits of each option?

Think about how each choice would make you feel or benefit you right now.

Option 1 Short-Term Benefit: _____

Option 2 Short-Term Benefit: _____

- What are the long-term consequences of each option?

Think about how each choice might affect you in the future.

Option 1 Long-Term Consequence: _____

Option 2 Long-Term Consequence: _____

3. Act

- What will you do?

Based on your thinking, what action will you take?

I will choose: _____

Why? _____

4. Reflect

- How do you feel about your decision?

After making your decision, take a moment to reflect on how it makes you feel and how it might impact your future.

I feel: _____

Why? _____
