

Leading By Example With Positive Peer Influence

Lesson Objective:

Students will explore how their actions influence others by demonstrating positive peer influence and using the S.T.A.R. strategy to reflect on choices and their impact.

Materials Needed:



- Copy of Chapter 24: Leading By Example With Positive Peer Influence
- Paper and pencils
- S.T.A.R. Strategy Poster
- 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)
- Briefly discuss the concept of positive peer influence

Greeting and Circle Time Teacher Script

Warm Welcome and Opening Discussion:

- "Today, we're going to talk about how the actions we take can influence others. Being a positive influence doesn't mean we have to do grand things, small actions can make a big difference in creating a kind and supportive community. We'll explore how the characters in our story learned this lesson and think about ways we can lead by example."

Discussion Starter

- "Can you think of a time when someone's kind action encouraged you to do something positive?"
- "Why do you think small actions can have a big impact?"

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 24 aloud.
- Ask questions during key parts of the story.

Story Time Teacher Script:

Prepare the Children for the Story:

- “Now let’s read a chapter from *The Star Squad: Navigating Fifth Grade Adventures* where the squad learns how to spread kindness and positive peer influence.”

(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:

- What did Mr. Jenkins say about influence?
- How did Harriet describe the ripple effect of kind actions?
- What example did the friends use to demonstrate positive peer influence?
- Why was it helpful to include the student in their group project?
- What did Sammy do during lunch to show a positive influence?
- How did other students respond to the friends' actions?
- What did the group learn about leading by example?
- Why did Buzz feel good about their actions?
- How did the friends reflect on their choices?
- What commitment did they make moving forward?

Chapter 24: Leading By Example With Positive Peer Influence

As the end of May approached, the friends noticed that the school year had brought a lot of changes. They had grown not only as individuals but also as a group, and their experiences together had strengthened their bonds. Now, they started thinking about the kind of influence they could have on others at school.

Ollie had a conversation with Mr. Jenkins one afternoon. “You’ve all been great at learning to manage relationships and work together,” Mr. Jenkins said. “But remember, being a good friend and classmate isn’t just about how you treat each other. It’s also about how your actions can influence others.”

Ollie shared this thought with the group, and they began talking about how they could set a positive example for their peers.

Small Actions, Big Impact

Harriet said, “I’ve noticed that when one person does something kind, it often encourages others to do the same. Like, when someone picks up trash at recess, other kids start doing it too.”

Maya added, “It’s like our actions create a ripple effect. Even small things can make a big difference.”

The friends realized that setting a good example didn’t have to mean doing something big or dramatic; even small actions could encourage others to make better choices.

Demonstrating Positive Influence: Using the S.T.A.R. Strategy

The group decided to use the S.T.A.R. strategy to guide them in demonstrating positive peer influence:

Stop: They would pause to notice situations where their actions could set a good example.

Think: They would consider how their choices could affect others. Would their actions encourage kindness, helpfulness, or responsibility?

Act: They would take actions that showed positive behaviors, such as including others, helping with tasks, or standing up for what was right.

Reflect: Afterward, they would think about how their actions had influenced others and what impact they noticed.

Finding Opportunities to Lead by Example

The friends kept an eye out for opportunities to demonstrate positive influence. One day, during a group project in class, they noticed that some students were frustrated because one person wasn't participating.

"I think we should try to include that person more," Bennie suggested. "Maybe they just don't know where to start."

The friends invited the student to join in the planning and assigned them a specific task. The student hesitated at first, but with a bit of encouragement, they began to contribute. Soon, the whole group was working more smoothly.

Another Chance to Make a Difference

A few days later, during lunch, Sammy saw a classmate sitting alone. "Remember what we talked about during Cultural Appreciation Week?" he said. "Let's invite them to sit with us."

The friends agreed and called the classmate over. As they chatted, they noticed other students doing the same with kids who were sitting alone. The simple act of inviting someone to join them had created a welcoming atmosphere.

Reflecting on Their Influence

The group met after school to discuss what they had noticed over the past week. "I didn't realize how much our actions could affect others until I saw it happen," Buzz said. "It felt good to know that we helped people feel more included."

Harriet agreed. "It's not about being perfect all the time; it's about making choices that encourage others to be their best too."

The friends realized that setting a positive example didn't mean they always had to be leaders. Sometimes, it was about doing the right thing quietly and letting their actions speak for themselves.

Moving Forward

The friends decided to keep practicing positive peer influence by making an effort to show kindness, help out, and include others whenever they could. They knew that leading by example was an ongoing process, and they felt inspired to continue setting a good tone for their class.

Ollie summed it up. "When we make good choices, we're not just helping ourselves. We're helping everyone around us, too. And that's the kind of influence I want to have."

As the school year drew closer to its end, the friends carried with them the understanding that their actions could create a ripple effect, spreading kindness and encouraging others to do the same. With each small choice they made, they were showing that being a positive influence wasn't just about talking, it was about doing, and doing it together.

Post-Chapter Teacher Script

- **Teacher:** “This story shows us how positive influence can help everyone around us.”

Post-Chapter Questions

These questions encourage children to think deeply about what they listen to and to understand that they can use the S.T.A.R. Strategy in many different situations.

- How did the friends' actions influence others in their class?
- Why is it important to notice when someone is left out?
- How can small actions lead to big changes?
- What does it mean to lead by example?
- How did using the S.T.A.R. strategy help the friends make thoughtful choices?
- What makes it challenging to set a positive example sometimes?
- Why is it important to reflect on our actions?
- How can you apply what you learned from the story in your own life?
- What are some ways you can show positive peer influence in class or at home?
- How does leading by example contribute to a better school environment?

Do an Activity (20 minutes)

- Students will reflect on a recent situation where they noticed they could have influenced others positively or missed an opportunity to do so.



Activity: S.T.A.R. Reflection and Action Plan

Introduce Activity

○ “Today, we’re going to take time to think about how we influence others, through our words, actions, and choices.

Whether we notice it or not, the way we treat others can lift them up, help them feel included, or make their day better. That’s called **positive peer influence**, and it’s something we all have the power to use.

We’ll be using the **S.T.A.R. Strategy** to reflect on a recent situation, maybe a time when we helped someone or a time when we *could* have helped but didn’t.

Then, we'll make a plan for one way we can show positive influence this week, like inviting someone to join a game, saying something kind, or offering help when a classmate is stuck.

Let's begin by quietly filling out the *S.T.A.R. Reflection Worksheet*."



Remind students of the S.T.A.R. Strategy:

- **S – Stop:** What happened? What were you feeling?
- **T – Think:** What could you have done to be a positive influence?
- **A – Act:** What action did you take, or what could you do next time?
- **R – Reflect:** What did you learn, and how could it help in the future?

"After the reflection, you'll write an *Action Plan*, just one small, thoughtful thing you can do this week to positively influence someone around you."

Instructions

- Complete the S.T.A.R. Reflection Worksheet (15 minutes):
 - Students will reflect on a recent situation where they noticed they could have influenced others positively or missed an opportunity to do so.
 - Using the S.T.A.R. Reflection Worksheet, they will identify what happened, how they could have acted, and how they can apply what they learned in the future.
- Create an Action Plan for Positive Influence (15 minutes):
 - Students will brainstorm and write down one way they can demonstrate positive peer influence this week.
 - Encourage them to think of small actions, like including someone in an activity, offering help, or giving a kind word to a classmate.

Closing Discussion (5 minutes):

Sharing



- “Now that we’ve taken some time to reflect, would anyone like to share what they wrote for their *Action Plan*?
You don’t have to share your full reflection, just the one thing you want to try this week to be a positive influence on someone else.
Sharing your plan might give others a great idea, too!”
- *Encourage responses like: “I’m going to invite someone who usually plays alone” or “I’m going to say something kind to a classmate who seems sad.”*

Wrapping It Up

- “You’ve all done something really meaningful today. You looked at a moment in your life, reflected on it honestly, and made a plan to grow from it. That takes maturity, and it shows that you care about the people around you.
- Positive influence doesn’t have to be big or loud. Sometimes the smallest actions, like a kind word or including someone, can have the biggest impact.
- Keep your action plan in mind this week, and let’s see what happens when we use our choices to build others up.”

Wrap Up the Lesson (5 minutes)

Review and Reflection Overview:

- Have students reflect on their experiences and what they learned.

Review and Reflection Teacher Script

Gather in a Circle for Reflection:



- “Let’s come together in a circle to reflect. Being in a circle reminds us that we’re all connected, and we all have a role in making this classroom a kind and caring place.
- When it’s your turn, finish this sentence:
‘One way I can be a positive influence this week is...’
- If you’d rather not share, you can say ‘pass.’ Let’s listen with respect and encouragement.”

Closing

- “Every day, you have the power to shape the mood of the room, the kindness in your group, and the way people feel. Being a positive influence isn’t about being perfect, it’s about choosing to make someone’s day better, even in small ways.
- I’m proud of the plans you made today, and I can’t wait to see how they show up in our classroom this week.”

Home Connection Letter

Sending Information Home:

- “Before you go, I have a letter for you to take home. It explains that our class focused on building positive peer influence through the S.T.A.R. Reflection and Action Plan. Students reflected on a past moment where they could have been a positive influence, and then created a simple, meaningful goal to support kindness and inclusion in the week ahead.
- 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 participated in a lesson on leading by example and using positive peer influence. Through discussions, reading, and reflective activities, students learned how small actions can have a big impact in creating a supportive community.

Your child also used the S.T.A.R. strategy to reflect on their actions and develop an action plan for the week:

- Stop: Pause and notice the situation.
- Think: Consider how your actions might influence others.
- Act: Take steps to set a positive example.
- Reflect: Think about how your actions made a difference.



Encourage your child to share their action plan with you and reflect on their experiences throughout the week.

Thank you for supporting your child's growth in becoming a positive influence within our school community.

With Gratitude,

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?



©2025 Anna-Lisa Mackey, M.Ed., All rights reserved.

S.T.A.R. Reflection

Situation:

What situation did you experience where you could have had a positive influence?

Stop:

How did you feel at the time?

Think:

What would have been a positive way to influence the situation?

Act:

What could you have done to lead by example?

Reflect:

How do you think your actions would have made a difference?

My Action Plan for the Week:

One way I will demonstrate positive influence this week is: