

# ***Learning To Handle Disagreements Constructively***

## **Lesson Objective:**

Students will learn how to handle disagreements constructively using the S.T.A.R. strategy. They will practice active listening, compromise, and collaborative problem-solving to resolve conflicts.

## **Materials Needed:**



- Copy of Chapter #29: *Learning to Handle Disagreements Constructively*
- Paper and pencils
- S.T.A.R. Strategy Poster
- Conflict Resolution 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 conflict resolution

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

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

- “Today, we’re going to learn about disagreements. Have you ever had a disagreement with a friend or classmate where both of you wanted different things? That’s normal! What matters most is how we handle those moments. We’ll read about how Ollie and his friends used a strategy to resolve their disagreement, and you’ll get a chance to practice it, too!”

### **Discussion Starter**

- “Think about a time when you had a disagreement. What happened? How did you resolve it? Let’s share a few examples.”  
(Allow 2–3 students to share their experiences.)

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 29 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 to handle disagreements constructively.”

(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 did the disagreement between the friends start?
- How did Maya help the group pause and calm down?
- What was each friend’s original idea for the group activity?
- How did using the S.T.A.R. strategy help them see things differently?
- What role did active listening play in resolving the conflict?
- Why is compromise important in disagreements?
- How did combining the ideas benefit everyone?
- What did the friends learn from their disagreement?
- How did the resolution strengthen their friendship?
- How can handling disagreements well help in future situations?

## **Chapter 29: Learning to Handle Disagreements Constructively**

With only a few weeks left before the end of the school year, the excitement among Ollie, Harriet, Bennie, Sammy, Buzz, Betty, and Maya was mixed with moments of tension. As the friends prepared for their final projects and planned summer activities, a disagreement arose that tested their ability to handle conflict constructively.

It all started when they were trying to decide on a group activity for the last week of school. Ollie suggested a class picnic, while Harriet wanted to organize a talent show. Bennie thought a fun science experiment would be great, and Buzz proposed a sports day. Soon, they were all talking over each other, trying to push their own ideas, and the conversation became more heated than usual.

### **The Disagreement**

"I just think a talent show would be the most fun for everyone," Harriet said, crossing her arms.

"We could all show off our skills, and it's something different from the usual activities."

Ollie shook his head. "But we've already done a talent show this year. A picnic would be relaxing, and we could invite our families too."

"But not everyone likes to sit around," Buzz argued. "A sports day would get everyone moving, and it's a great way to end the year with some friendly competition."

Bennie, who was feeling frustrated that no one was considering his science idea, added, "A science experiment would actually teach us something and be fun at the same time!"

Before long, the friends were talking louder and louder, with no one willing to back down. Maya, noticing the rising tension, spoke up. "Hey, maybe we should slow down for a minute. I think we're getting caught up in our own ideas and not really listening to each other."

### **Using the S.T.A.R. Strategy to Handle Disagreement**

Maya's words reminded them of the S.T.A.R. strategy they had learned earlier in the year. They had used it to solve problems before, and now seemed like the perfect time to use it again:

**Stop:** Maya suggested they all take a breath and pause the conversation. "Let's just stop for a second and think about what's happening," she said. The group agreed to take a moment to calm down.

**Think:** Once everyone was calmer, they started thinking about the problem from a new perspective. "We're all trying to make the last week of school special," Ollie said. "Maybe we're focusing too much on our own ideas instead of thinking about what would make everyone happy."

**Act:** Harriet suggested they come up with a plan that would combine elements of each idea.

"What if we do a picnic with some games from the sports day, and during the picnic, people who want to can perform something, like a mini-talent show?"

Buzz nodded. "We could even bring in Bennie's science experiment as one of the activities!"

Reflect: After agreeing on the new plan, the friends reflected on how they had handled the disagreement. “We were all so focused on our own ideas that we stopped listening to each other,” Harriet said. “I’m glad we took a step back.”

### Learning from the Disagreement

The friends realized that disagreements weren’t always a bad thing. “Sometimes, when we disagree, it’s because we all care about making something great,” Maya said. “But the important thing is how we handle the disagreement. If we can work together, we can come up with something even better than our original ideas.”

Sammy added, “It’s like our emotions were predicting that our idea was the best, but once we slowed down, we could see things more clearly.”

The group learned that constructive conflict resolution didn’t mean avoiding disagreements altogether. Instead, it meant listening, being open to compromise, and finding a solution that worked for everyone.

### Moving Forward

With their plan in place, the friends felt relieved. They had not only figured out a great way to celebrate the end of the school year, but they had also grown in their ability to handle conflicts without letting them get out of control.

“We might not always agree,” Ollie said, “but as long as we respect each other and are willing to listen, we can find a solution that works.”

Harriet smiled. “It’s funny how sometimes disagreements can actually bring us closer together.”

The friends felt proud of how they had handled the situation, and they knew that as they continued to grow and face new challenges, they would be able to navigate conflicts with respect, patience, and understanding.

As the school year drew to a close, they looked forward to the future, knowing that their ability to manage disagreements constructively would help them not just in school, but in all aspects of life.

### Post-Chapter Teacher Script

- **Teacher:** “This story shows us how handling disagreements constructively requires respect.”

### 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.

- Have you ever changed your mind during a disagreement after listening to someone else's perspective?
- What makes it difficult to compromise?
- How can emotions get in the way of solving conflicts?
- Why is it important to respect others' ideas, even if you disagree?
- Can disagreements ever make friendships stronger? How?
- How do you feel when someone listens carefully to your opinion?
- Why is it helpful to take a break or pause during a disagreement?
- What strategies have you used to solve disagreements with friends?
- How does working together improve problem-solving?
- How can we use what we learned today in other parts of life?

Do an Activity (20 minutes)

- Students will work in pairs to practice resolving a disagreement using the S.T.A.R. strategy (Stop, Think, Act, Reflect).



**Activity: Title of activity**

**Introduce Activity**

“Today, we’re going to practice solving real-life disagreements using our **S.T.A.R. strategy, Stop, Think, Act, Reflect.**

Conflict happens in all kinds of relationships, between classmates, friends, and even teammates. It’s normal! What matters is how we respond when things get tense.

In this activity, you and a partner will act out a **conflict scenario**, something that could really happen in school, at home, or on the playground. Then, you’ll work together to solve the conflict respectfully using S.T.A.R.

You’ll each take a role in the disagreement. One person will be **Person A**, the other will be **Person B**. You’ll have 5 minutes to act it out and come to a peaceful solution. Afterward, you’ll complete a **Conflict Resolution Reflection Worksheet** to think about what worked well.”

*Remind students of the S.T.A.R. steps:*

- **S – Stop:** What am I feeling? What is happening?
- **T – Think:** What are my choices? What might happen next?
- **A – Act:** What respectful action can I take to solve the problem?
- **R – Reflect:** What did I learn, and what could I do next time?

“Let’s get started by choosing your partner and a scenario. I’ll pass out the role-play cards and worksheets now.”

### **Instructions**

- Set the Scene: Provide each pair with a conflict scenario to role-play (see examples below).
  - One student will take on the role of Person A, and the other will be Person B.
  - They will have 5 minutes to act out the disagreement and use the S.T.A.R. strategy to resolve it.
  - After the role-play, students will complete the Conflict Resolution Worksheet to reflect on what worked well.
- Scenarios for Role-Play:
  - Two students disagree about which game to play during recess.
  - A group project has uneven work distribution, and someone feels frustrated.
  - Two friends argue about whose turn it is to use the basketball.
  - Two students can’t agree on the topic for a group assignment and feel frustrated that their ideas aren’t being heard.
  - One student wants to borrow another student’s special markers, but the other is reluctant to share.
- - Two friends disagree about how long they should play video games versus playing outside.
  - A student claims a table at lunch, but another student insists it’s “their usual seat.”
  - Two students argue after one misinterprets the tone of a text and feels hurt.
  - Friends argue over the rules of a playground game, with each insisting their version is correct.

- Two students in the same class argue about whose turn it is to present during a group discussion.
- One student wants to help a new classmate, but the other feels it's taking too much of their free time.
- A friend feels left out because they didn't get invited to a birthday party, and they confront the other student.
- Students argue over who crossed the finish line first in a close race at recess.
- Two friends both want to be captain of the same team during gym class, and neither wants to step down.
- One student feels it's unfair that they're assigned a harder classroom chore than others.
- Members of a school club argue about when the best time to meet should be, with everyone having different schedules.
- A student gets upset about being added to a group chat without their permission and wants to leave.
- One student wants to finish a class project quickly, while the other prefers to take more time for details.
- Students working on a class fundraiser can't agree on whether to sell baked goods or hold a car wash.
- During a friendly soccer game, one student accuses another of not playing fairly, leading to a disagreement about the rules.

Closing Discussion (5 minutes):

### Sharing



"Now that you've had time to role-play and reflect, let's share what we learned.

You don't have to share the details of your disagreement, but I'd love to hear:

- What worked well when you used the S.T.A.R. strategy?
- What part of the strategy helped the most?
- What did you learn about solving problems with respect?"

*Encourage a few students or pairs to share insights or challenges they experienced. Model supportive responses and guide discussion as needed.*

## Wrapping It Up

- “Conflict is something we all deal with, it’s part of life. But learning to handle it with **calm thinking, kind actions, and reflection** makes us stronger friends, classmates, and leaders.
- The S.T.A.R. strategy helps us pause and make better choices instead of acting out of frustration or anger. The more we practice it, the easier it becomes to solve problems respectfully.”

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. When we sit in a circle, it shows we’re connected and that everyone’s voice matters.
- I’d like each of you to finish this sentence:
  - **‘One thing I can do to solve a conflict calmly is...’**
- If you’re not ready to share, you can say, ‘I’ll pass.’ Let’s listen respectfully and support one another.”

## Closing

- “Today, you showed how to be **peaceful problem-solvers**. You listened, thought carefully, and practiced working through disagreements with respect.  
Even when a situation feels unfair or hurtful, you now have tools to help you stay calm, speak up kindly, and find a solution that works. I’m proud of the responsibility and maturity you showed today.”



## Home Connection Letter

### **Sending Information Home:**

- “Before you go, I have a letter for you to take home. It explains that students participated in a Conflict Resolution Role-Play activity, where they practiced using the S.T.A.R. strategy, Stop, Think, Act, Reflect, to solve common peer disagreements.
- Students explored real-life scenarios such as disagreements during group projects, playground conflicts, and misunderstandings with friends.”
- 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 read Chapter 29 of *The Star Squad: Navigating Fifth Grade Adventures* and learned about handling disagreements constructively. We discussed the importance of staying calm, listening to others, and working toward positive solutions when disagreements arise.

The students also participated in a role-play activity to practice resolving conflicts using the S.T.A.R. strategy:

- Stop: Take a moment to pause and calm down.
- Think: Reflect on what the other person is saying and consider solutions.
- Act: Work toward a solution that respects everyone's perspective.
- Reflect: Think about what went well and what could improve next time.



We encourage you to ask your child about today's lesson and discuss how these skills can be used at home. Thank you for your support in helping our students develop important life skills! Sincerely,

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?





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Students argue over who crossed the finish line first in a close race at recess.





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One student feels it's unfair that they're assigned a harder classroom chore than others.





Members of a school club argue about when the best time to meet should be, with everyone having different schedules.





A student gets upset about being added to a group chat without their permission and wants to leave.





One student wants to finish a class project quickly, while the other prefers to take more time for details.





Students working on a class fundraiser can't agree on whether to sell baked goods or hold a car wash.





During a friendly soccer game, one student accuses another of not playing fairly, leading to a disagreement about the rules.





A student claims a table at lunch, but another student insists it's "their usual seat."





A friend feels left out because they didn't get invited to a birthday party, and they confront the other student.





Two students disagree about which game to play during recess.





A group project has uneven work distribution, and someone feels frustrated.





Two friends argue about whose turn it is to use the basketball.





Two students can't agree on the topic for a group assignment and feel frustrated that their ideas aren't being heard.





One student wants to borrow another student's special markers, but the other is reluctant to share.





Two friends disagree about how long they should play video games versus playing outside.





Two students argue after one misinterprets the tone of a text and feels hurt.



Friends argue over the rules of a playground game, with each insisting their version is correct.



Two students in the same class argue about whose turn it is to present during a group discussion.



One student wants to help a new classmate, but the other feels it's taking too much of their free time.