

## Lesson 19: Resolving Conflict: STAR Power

### Overview

---

Adults generally regard conflict among children as an unhealthy occurrence that should be avoided at all costs, but studies show that conflict is an integral part of child development. In fact, handling conflicts in the classroom is often a big part of a teacher's job. The requirements of being a peacekeeper can eat away at instructional time. Teaching children how to manage their conflicts effectively is a way to increase productivity and teaching time in the classroom.

Children with anger management skills such as those addressed in previous lessons can employ these skills during times of interpersonal conflict. While managing one's personal anger is a part of conflict management, another part is interpersonal, and involves developing specific conflict resolution skills. Children tend to handle conflicts better on their own than with adult intervention, provided they have the skills to do so. These skills can be taught and are important for students to learn because they increase children's confidence in their problem-solving and decision-making abilities.

#### **SOME HELPFUL HINTS ON HOW TO APPROACH CONFLICT IN YOUR CLASSROOM:**

- ❖ View conflict in the classroom as an opportunity to practice conflict resolution
- ❖ Provide direct training about how to handle a conflict
- ❖ Teach students that conflicts are inevitable
- ❖ Model solving disagreements so students can learn through observation
- ❖ Explain that solving conflicts helps maintain and strengthen friendships
- ❖ Use current events from newspapers to discuss real-life conflict resolution
- ❖ Use conflict as an opportunity for students to take each other's point of view and to reinforce the idea that we are all unique
- ❖ Guide the children to their own resolution
- ❖ Praise children's efforts to resolve situations peacefully

In this lesson, students will learn the four-step STAR Power Plan for resolving conflicts. Using the STAR Power Plan in the classroom will help students develop an important personal skill that they will be able to apply to conflicts they may face outside of the classroom. As with any skill, students need to practice the plan to make it a part of their daily behavior.

**\*IMPORTANT NOTE before proceeding with this lesson on Conflict Resolution. "STAR Power," and any other conflict resolution plan, should NOT be employed to deal with bullying behavior.** Reasons will be discussed in the overview to the lesson on bullying in the following unit.

## Resolving Conflict: STAR Power

### Lesson 19

**SOCIAL-EMOTIONAL COMPETENCY:** Relationship Skills

#### CONCEPTS

- Because we all have different ideas we might not always agree.
- When we don't agree, we can find safe and helpful ways to solve the disagreement.
- We can use our words instead of our hands to solve a disagreement.
- Our class is a safe and peaceful class.

#### INSTRUCTIONAL OBJECTIVES

The students will be able to:

- Identify when to use the STAR Power Plan to solve a conflict
- Describe a plan to resolve a disagreement with another student

#### COMMON CORE STANDARDS:

- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**KEY VOCABULARY:** STAR Power Plan, peace, goodwill, conflict, argue, argument, quarrel, disagree, disagreement, agree, agreement, resolve, paraphrase

Materials/Visual Aids	Preparation
<ul style="list-style-type: none"> <li>❖ Visual Aid: STAR Power Plan</li> </ul>	<ul style="list-style-type: none"> <li>✓ Display steps to the STAR Power Plan on the board or on chart paper.</li> <li>✓ Make copies of weekly activity sheet for distribution.</li> </ul>

#### FIVE MINUTE PREPARING TO LEARN EXERCISE

**Special Place Visualization:** Picture a place where you feel safe, calm, cozy, and relaxed. (Some students may need help with this; it can be as simple as imagining lying on a soft couch). Take a “mental vacation”

there. Visualize the details of what's going on. What do you see in your imagination? Who is there? What is happening? What can you smell? Can you hear anything? What can you taste? How do you feel? If it feels appropriate and safe, ask students to share their special place visualization experiences.

### INTRODUCE LESSON

- Transition to CKCC (consistent transitional routine which may include a special announcement, song or poem.
- Review (recent lesson, tool, and/or weekly activity, including applications)
- State Objective(s) (in student-friendly language. i.e., "Today we will learn about...")

### ACTIVATE PRIOR KNOWLEDGE

Disagreements are a part of life. Can anyone think of other words for disagreements? (conflict, fight, quarrel, argument)

Ask students: "Which is easier: having a disagreement with somebody, or solving the disagreement?" (Most would agree that it is easy to have a disagreement with somebody else, but solving it is not always easy). Have students discuss this question, along with the one that follows:

How many people would agree that resolving a disagreement or a conflict is an important thing to know how to do? Why? What kinds of things do you do to resolve a disagreement?

#### **Student Engagement Strategy: Think, Pair, Share**

Ask students to think about a time that they had a disagreement or conflict with someone. What was the situation, and how did they handle it? Share out with whole group.

### TEACH

Resolving conflicts can be easier if you follow the four steps in the **STAR Power Plan**. These four steps can help us all be stars in the classroom.

Display Visual Aid: STAR Power Plan or write out the steps to the STAR Power Plan on the board or on chart paper.

The first step in the STAR Power Plan is to **S**top and **S**ay, "We Have to Talk." When two people are having a conflict, do you think it's important to stop and talk? Why? [*Elicit responses.*]

The next step is to **T**ell how we feel. Make sure you **T**ake **T**urns **T**alking. Why is it important to say how you feel? Why do you think it is important to know how the other person feels, too? [*Elicit responses. Remind students that a good way to say how you feel is by using an "I Message," taught in the previous lesson.*]

Now that you know how everyone feels, the third step is to **A**sk for ideas about how to resolve the argument.

When you've come up with some ideas, **R**each an agreement about how to solve the problem and do a Thumbs Up. That's the fourth step.

Those are the four steps to the STAR Power Plan: **S**top and **S**ay, "We Need to Talk," **T**ell how you feel, **A**sk for ideas, and **R**each an agreement.

### **Student Engagement Strategy: Choral Reading**

Have students read back all of the steps of the STAR Power Plan.

Hang STAR Power Visual Aid on the bulletin board so that children can see it.

### **Student Engagement Strategy: Think, Ink, Pair, Share/Role Play**

Initiate a discussion about the STAR Power conflict resolution plan. Tell the students to work with a partner and imagine occasions when they feel they can use the STAR Power Plan. Encourage them to think of school, social, and home situations. Select several pairs to pick one situation and role play using STAR Power to resolve it. Have the rest of the class rate how the pair did using the STAR Power Plan.

### **Lesson Links**

Anger management skills help in employing the STAR Power Plan. Ask students how using “Rewinds” and “I messages” might help them to resolve conflict (I messages can help with telling how you feel, and Rewinds can help generate new ideas for solutions).

Can the STAR Power Plan help to keep the Zapper away? Do you think if you use kind words, Rewinds, and “I Messages” to say how you feel it might keep the Zapper from stinging?

***Whenever there is a conflict in your class, ask students to refer to the STAR Power Plan. Encourage them to initiate a dialogue, follow the steps in the plan, and reach an agreement.***

### WRAP UP

Today we discussed ways to deal with conflicts and disagreements using the STAR Power Plan.

Ask students to think about a time when they had a disagreement, and to imagine what they would have done if they had used the STAR Power Plan. Ask them to describe what they would have done at each step and to write their ideas down.

End the discussion by including the idea that world peace can be achieved by resolving large conflicts. Tell the class that we all play a part in making the world a more peaceful place. Encourage your students to see how using the STAR Power Plan to resolve conflicts in the classroom and at home can help them be peacemakers on a smaller scale.

### CHECK FOR UNDERSTANDING

Review the steps of the STAR Power Plan as a class.

#### ***Student Engagement Strategy: Summary Sentence***

Ask students to write a situation at school when they might be able to use this tool. Remind them to be specific and to really think about their daily experiences in the school environment.

#### ***Life Skills***

- Write a story or organize a debate/discussion around this topic: “Let there be peace on Earth and let it begin with me.”
- Encourage students to think about how using the STAR Power Plan is a way for them to be peacemakers at school and at home.

**BRINGING CKCC HOME: WEEKLY ACTIVITY**

Ask students to use the CKCC weekly activity sheet and interview a special adult or older sibling in their home about a time they experienced conflict. Have the students bring the signed activity sheet back to school to discuss with the class.

**CONNECT & APPLY****Reading****Suggested Read Aloud for this Lesson:**

- *Nobody Knew What to Do: A Story about Bullying* by Becky Ray McCain

**Additional Read Aloud Books on the Topic:**

- *A Children's Book About Fighting (Help Me Be Good)* by Joy Wilt Berry
- *No Fighting, No Biting!* by Else Holmelund Minarik
- *A Terrible Thing Happened* by Margaret M. Holmes
- *Don't Laugh at Me* by Steve Seskin
- *My Secret Bully* by Trudy Ludwig

**Speaking/Listening**

- Have students bring in articles about Peace Talks and discuss them with class.

**Social Studies**

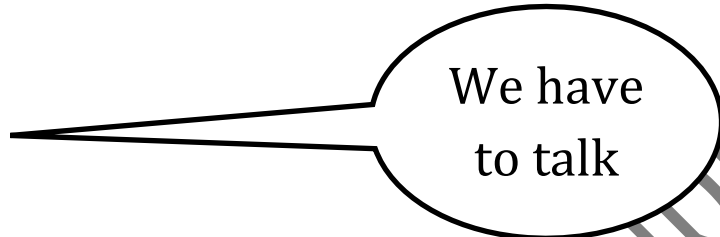
- Study a great leader who worked for peace, such as Nelson Mandela, Gandhi, or Dr. Martin Luther King, Jr.
- Study the many different kinds of peace signs (i.e., dove, olive branch, the victory salute which is made by holding the index and middle fingers in the shape of a V, the universal peace sign, the peace pipe, the rainbow ribbon, the Chinese alphabet character for peace, the peace crane).

**Art**

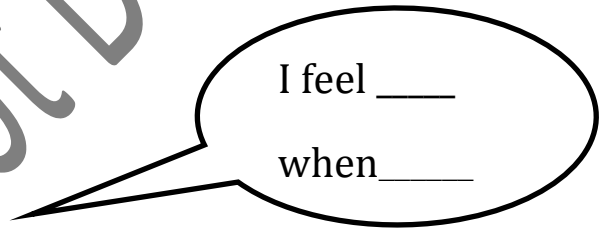
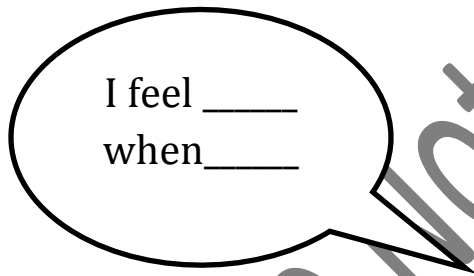
- Have the class draw and/or invent pictures of peace and goodwill symbols (i.e., dove, olive branch, the peace pipe, the rainbow ribbon, the Chinese alphabet character for peace, the peace crane). Display the signs on a bulletin board

# Star Power

Stop and Say



Tell how you feel.  
Take Turns Talking.



Ask for ideas  
for solutions.



Reach an agreement  
and do a thumbs-up.



### Bringing CKCC Home: Weekly Activity Resolving Conflict- STAR Power

**Instructions:** Interview a special adult and fill in his or her responses on this sheet. Bring the signed sheet back to school.

1. Name or describe a person who you've had a conflict with (a sibling, friend, classmate, coworker, etc.)

---

2. What was the conflict about?

---

---

---

3. How did you feel during the conflict?

---

---

---

4. What did you do to resolve the conflict?

---

---

---

---

5. How did you feel later on? Would you do something differently in the future? If so, then what?

---

---

---

---

Signed:

---

Student

---

Special Adult