

# PBIS Cool Tool

**School-Wide Expectation:** Be Responsible

**Name of the Skill:** Solve Problems Peacefully using S.T.A.R.  
(Stop, Think, Act, Review)

**Note to Teacher:** Lesson to be split into 4 sessions of 20 minutes each

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## **Purpose:**

Students are expected to responsibly solve problems peacefully. These lessons will demonstrate how S.T.A.R. (Stop, Think, Act, Review) can help students make the right decisions.

## **Teaching Example A:**

Jamie was working on an assignment. Her neighbor, Sally, was trying to talk to her but Jamie knew she was supposed to be quiet. Jamie gave a quick look at Sally and shook her head. At that moment Mrs. Mathis looked up and quietly said, "Jamie, you need to be quiet. You know the rules." Immediately Jamie's anger flared because she knew that she hadn't been talking. She threw her books on the floor, tipped over her desk, and screamed "I wasn't talking. Are you blind?" Not surprisingly, Jamie was sent to the office, her parents were called, and she was placed in in-school suspension.

## **Teaching Example B:**

Jamie was working on an assignment. Her neighbor, Sally, was trying to talk to her but Jamie knew she was supposed to be quiet. Jamie gave a quick look at Sally and shook her head. At that moment Mrs. Mathis looked up and said, "Jamie, you need to be quiet. You know the rules." Immediately Jamie's anger flared because she knew that she hadn't been talking. She felt like throwing her books on the floor and screaming at her teacher. But Jamie stopped herself. Then she thought, "If I slam my books on the floor I'll be in trouble for disrespecting school property. If I scream I'll be in trouble for disrespecting a teacher. I'll just take a few deep breaths, finish my homework, and talk to Mrs. Mathis later." By the time the next restroom break came, Jamie was calm and she spoke to Mrs. Mathis and explained what had happened. Mrs. Mathis apologized to Jamie and spoke to Sally about talking in class. Later, Jamie thought to herself, "I did the right thing".

## **Student Activities:**

A. Day 1 (Have "Stop, Think, Act, Review" written on the board)

- 1 Explain the purpose of this series of lessons (*1 minute*)
- 2 Read Teaching Example A to students (make the example pertinent to your classroom if you like – insert real student names...) (*1 – 2 minutes*)
- 3 Using Teaching Example A, complete the S.T.A.R. Chart as a group (use the overhead projector)
  - Turn this into a discussion of the options that Jamie had
  - Student responses will vary from class to class(*15 minutes*)

4 Use Teaching Example B only if students are not coming up with acceptable options

B. Day 2 (Have "Stop, Think, Act, Review" written on the board)

- 1 Re-explain the purpose of these lessons (*1 minute*)
- 2 Handout – *Peaceful Solutions* (*18 minutes*)

- Notice that in each scenario, the individual has stopped and is thinking.
- Discuss peaceful solutions (actions) to these problems – try to get students to be creative.
- Stop when the twenty minutes are up. It's not necessary to cover every scenario.

### B. Day 3

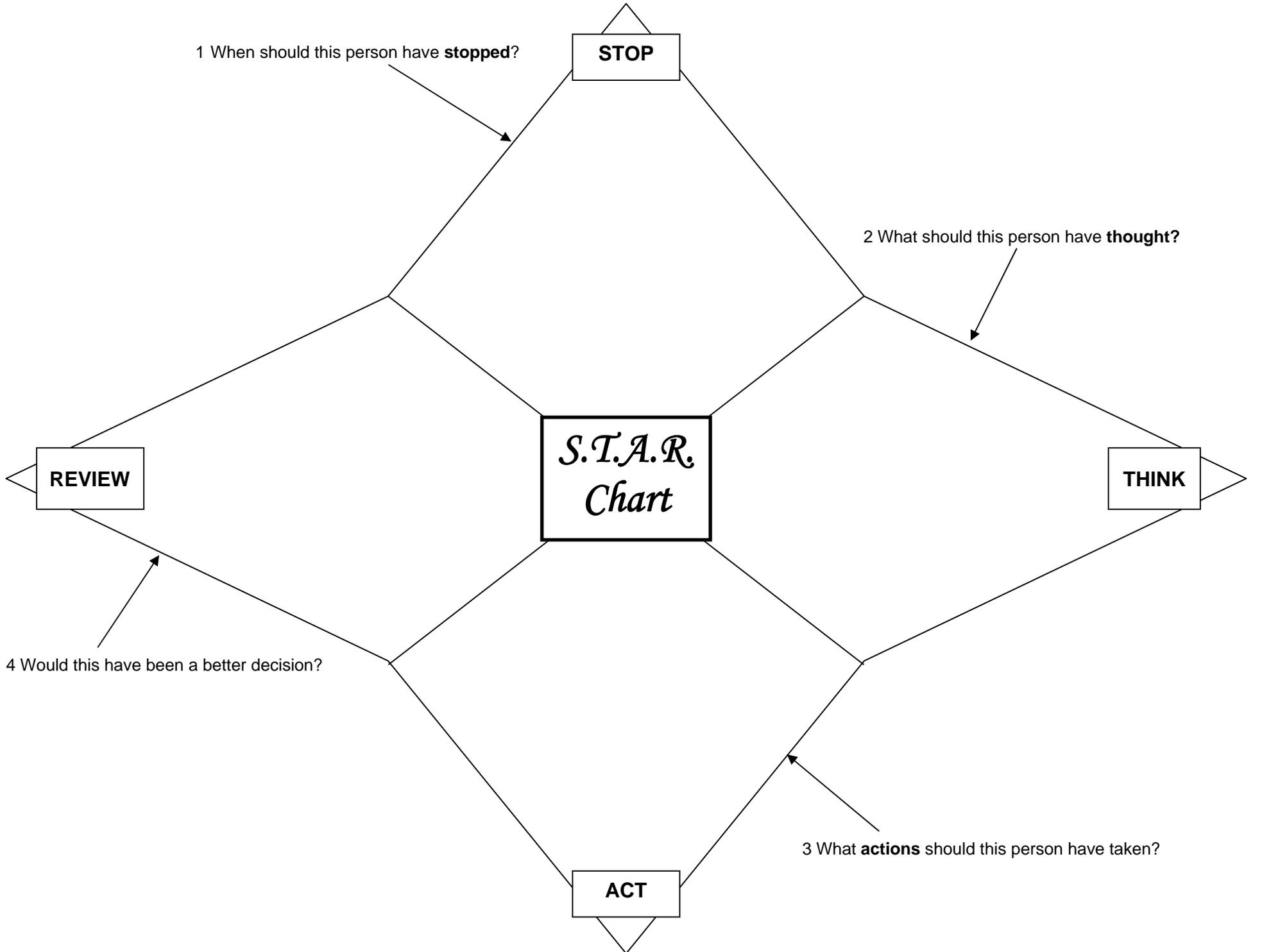
- 1 Re-explain the purpose of these lessons. (*1 minute*)
- 2 Explain and complete the activity (*18 minutes*)
  - a. Students will be placed in small groups of 3 or 4 (each group needs a reader, writer, presenter).
  - b. Each group will read a short story of someone who was not responsible in decision making
    - Story 1 – repeating a rumor
    - Story 2 – repeating a hurtful truth
    - Story 3 – insulting someone's family
    - Story 4 – responding aggressively to an accident
    - Story 5 – making fun of someone
    - Story 6 – responding aggressively when made fun of
  - c. Each group will complete a *S.T.A.R. Chart*
    - If groups need extra time, allow them to work on this prior to the next Friday

### C. Day 4

- 1 Re-explain the purpose of these lessons. (*1 minute*)
  - a. Each group will read their story and explain: (*18 minutes*)
    - When the person should have stopped
    - What the person should have been thinking
    - What actions that person should have taken
    - Would this have been a better decision
    - If additional time is needed, provide it later in the day

### **Follow-Up/Reinforcement Activities:**

- Make a habit of noticing when students are in difficult situations but make a good choice. Reward them with praise or with a John Greer Star Buck.
- All of us help students solve problems of various sorts. When appropriate, use the S.T.A.R. language to help them make the right choices.
- Model the S.T.A.R. language for your students when you are solving a problem.
- Consistently use the S.T.A.R. language throughout the year.



## Story 1

[Pretend that you are Joanne.] Sandy came up to Joanne on the playground and said, “I heard that Cindy slept outside in the dog house last night”. Joanne went and told all of her friends. Before long, every girl in school had been told this false story and all were making fun of Cindy. No one wanted to be friends with her.

## Story 2

[Pretend that you are Joanne.] Sandy came up to Joanne on the playground and said, “Did you hear that Carrie’s father was arrested last night? He’s been abusing his children.” Joanne went and told all of her friends. Before long, every student in school had been told this true story. Everyone was whispering and talking about Carrie and avoiding her. Carrie felt all alone and refused to come to school.

## Story 3

[Pretend that you are Patricia.] Patricia was angry at Connie because Connie had told her that she wouldn't be her friend. Patricia walked up to Connie on the playground and said, "Your mama's nothing but a lazy fool". Connie responded by punching Patricia in the head, pushing her to the ground, and pulling Patricia's hair. Both Patricia and Connie got in trouble and Patricia was humiliated.

## Story 4

[Pretend that you are Juan.] Juan was racing toward home plate during a kickball game. Jason was waiting there for the throw. As Juan crossed the plate, Jason turned slightly to catch the ball and accidentally elbowed Juan in the nose. As blood spurted from Juan's nose he turned around and tackled Jason, hitting him with his fists, and pounding his head into the ground. Jason ended up in the hospital with a concussion and Juan was suspended from school.

## Story 5

[Pretend that you are Sam.] Sam was in a bad mood and felt like being mean to someone. Sam walked up to Thad on the playground and said, “You smell worse than a skunk today. No wonder you don’t have any friends.” Thad went and told all of his buddies how Sam had insulted him. On the way home from school that evening, Thad and his friends jumped Sam in an alley. Sam ended up with a bloody nose.

## Story 6

[Pretend that you are Seth.] Charlie walked up to Seth on the playground and said, “Your sister is as ugly as a Bull Dog. No wonder no boys like her”. Seth went and told some of his buddies how Charlie had insulted his sister. On the way home from school that evening, Seth and his friends jumped Charlie in the alley. Charlie ended up with a broken nose and Seth was arrested.

## **Lesson 1 – Teaching Example A:**

Jamie was working on an assignment. Her neighbor, Sally, was trying to talk to her but Jamie knew she was supposed to be quiet. Jamie gave a quick look at Sally and shook her head. At that moment Mrs. Mathis looked up and quietly said, “Jamie, you need to be quiet. You know the rules.” Immediately Jamie’s anger flared because she knew that she hadn’t been talking. She threw her books on the floor, tipped over her desk, and screamed “I wasn’t talking. Are you blind?” Not surprisingly, Jamie was sent to the office, her parents were called, and she was placed in in-school suspension.

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Name: \_\_\_\_\_

# *Peaceful Solutions*

**DIRECTIONS:** Write a peaceful solution to each problem. 'Tell an adult' should not be put down for every answer. Students should think of some ways to solve the problems themselves.

**1 You see a classmate, who is bigger and taller than you, being mean to a C.A.R.E. student.**

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**2 Becky, a classmate, calls someone of another race a bad name.**

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**3 You're walking down the hallway. A student from another class bumps into you.**

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**4 You are exchanging words with a classmate over who got the basketball first.**

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**5 During a kickball game, no one can agree whether a student was out or safe.**

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**6 A group of students begin making fun of you.**

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**7 Another student is spreading the rumor that you have a contagious disease.**

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**8 You've been given a message that another student wants to beat you up on the playground after school.**

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**9 A student is falsely accusing you of stealing her cell phone.**

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