Lesson Plan: Tuesday, Oct 13, 2026 (Gold Day)

Grant Driver · Ferndale High School · Room 113

Time	Class
12:55–2:16 (81 min)	8th: SEL Level 2, Self-Management: "My Calm-Down Toolkit," Session 2

SEL Level 2: Cognitive Reframing & Self-Talk

- **Audience:** Access Level 2 (about 5th-grade reading level, writes reflections independently, needs vocabulary support)
- **Focus:** "Cooling the Mind Before the Red Zone"
- **Objective:** *I can notice a hot thought and rewrite it into a calm, coping thought.*
- **Materials:** Self-Reflection Mood Logs, ORI Learning logins, Level 2 Thought Reframing Matrix, comic strip folders (My Reset Comic Strip worksheet)

1. Opening & Check-In (10 min) · 12:55–1:05

- Students open their mood logs, rate their energy, and write **one thought that keeps repeating** in their heads today.
- **Script:** "Good afternoon! Check in with where your energy is right now, and write one thought that's been repeating in your head. Today we're learning how our thoughts can heat us up or cool us down."

2. ORI Time (10 min) · 1:05–1:15

- Students log in at app.orilearning.com and complete the Self-Management module on **hot thoughts vs. coping thoughts**.
- **Support:** help students log in one-on-one and read along as needed.

3. Main Activity: Hot vs. Cool Thoughts (35 min) · 1:15–1:50

Step	Time	What happens
Discuss	10 min	Compare a hot thought (*"I can't do this, everyone is watching me"*) with a cool thought (*"This is frustrating, but I can breathe and take one step at a time"*). Ask: how does each thought make your body feel?

Step	Time	What happens
Reframing Matrix	15 min	Students do 3 scenarios: **(1)** a surprise pop quiz, **(2)** a conflict over a shared Chromebook, **(3)** feeling left out at lunch. For each one, write the hot thought, then a cool thought in a complete sentence.
Pair-Share	10 min	Partners swap one cool thought and rate it from 1 to 5: *"How well would this stop a spiral?"*

Sentence starters: "Right now I feel ***, but I can*** ." · "This is hard, and I can ***." · "One step I can take is*** ."

4. Project Time: My Reset Comic Strip, Panel 2 (16 min) · 1:50–2:06

Panel 2 (purple box): The Body Clue, how my character's body felt - **Draw (10 min):** body warning signs after the trigger in Panel 1, like clenched fists, a racing heart, a tight jaw, a red face, or a headache. - **Caption (4 min):** write 1–2 sentences, for example: *"M. felt his chest tighten and his hands start to shake."* - **File (2 min):** comic sheets go back into student bins for the next Gold Day.

5. Closing (10 min) · 2:06–2:16

- Each student **writes or says one cool thought** they can use this week.
- **Script:** "Great work connecting your thoughts to your body. Put your comics in your bins, pack up, and have a great afternoon!"

Mastery Criteria

- **100%** of students write or say one cool-thought sentence at the closing.
- **80%** of students complete 2 of 3 reframes correctly on the matrix.
- **100%** of students start Panel 2 and file it in their bins.

Accommodations

- Students can say their reframes out loud or choose from a word bank instead of writing.
- Put the sentence starters on the board or give them as a strip.
- Students can pass during pair-share and come back to it later.
- Have a picture body-signs chart ready to help with Panel 2.