🧰 SEL Level 1 — REVISED: My Stress Comic + Toolkit Review

- **Date:** Tue Oct 20, 2026 · 🔵 Blue Day · 2nd period · 9:35–10:55 (80 min)
- **Audience:** Level 1 (~2nd-grade reading, pictures/emoji, predictable routine, AAC as needed)
- **Unit:** Self-Management, "My Calm-Down Toolkit" — **Grant change:** replaces the planned Session 5 ("Did It Work?" scene cards + folder cover). **No new calming tool today** — recall and use only tools already taught.
- **Materials:** `2026-10-20-sel-l1-stress-comic.pdf` (page 1 = standard, page 2 = sentence-starter support) · crayons/markers · yesterday's SEL L2 deck "My Reset Plan" (Canva DAHYd6nOFrU / `2026-10-19-sel-l2-reset-plan-deck.pdf`) · Zones/feelings emoji chart · break cards

Learning target (student words): "I can show what stress feels like and pick a tool to help me feel calm." 😟 → 🧰 → 😌

Time	Block	What happens
9:35–9:45	**Check-in (10)**	Feelings emoji chart: "Point to how you feel." Each student points or says 1 word. Preview the visual schedule: 😊 check-in → 📱 ORI → 😟 comic → 🧰 toolkit → 👋 closing.
9:45–9:55	**ORI Time (10)**	Regular ORI routine (title paused — use the usual ORI Time activity).
9:55–10:30	**Main (35)**	**Stress talk (≈10 min):** "Stress / worry / nervous = a big, uneasy feeling." Show 😟. Ask: "What does it **look** like?" (frown, tight fists, hiding, pacing). "What does it **feel** like in my body?" (tight 💪, fast heart 💓, shaky 😵, tummy ache). Model 1–2 safe school examples (fire drill, test, loud room, a change in plans). Students point/thumbs-up "me too." **Teacher models the comic (≈5 min):** draw a quick 4-panel example on the board. **Comic (≈20 min):** students draw Panel 1 something stressful 😟 → Panel 2 my body feels → Panel 3 I use a tool 🧰 (circle one in the tool row) → Panel 4 I feel calmer 😌. Word bank optional. Give page 2 (sentence starters) to students who need more support. Stick figures are fine.
10:30–10:45	**Toolkit review (15)**	Use yesterday's L2 deck as a guide — **read aloud and simplify** (see slide notes below). Each student shows the tool they picked in Panel 3 and acts it out for 10 seconds with the class.
10:45–10:55	**Closing (10)**	2–3 volunteers share their comic (hold up, point, or 1 sentence). Exit: "Point to your best tool" on the tool row, or say "My tool is ___." Comics go in the SEL bin.

Using the L2 "My Reset Plan" deck for L1

Slide	Use for L1?	How
1 Title / Agenda / Mood Log	**Skip**	L2 times don't match today, and check-in is done. Use the L1 visual schedule.
2 My Toolkit So Far	**Use — main slide**	Point to each icon and say it. **Swap in L1 names:** box breathing → "smell the flower / blow out the candle" or five-finger breathing · squeeze and release → "squeeze" · 5-4-3-2-1 → "look for 5 things" · cool thoughts → "cool-down words" ("I can take a break") · reset pass → "break card." Cold water: mention only if L1 has used it. Add L1 chair push-ups / shoulder rolls aloud (not on slide).

Slide	Use for L1?	How
3 Plan A → Check → Plan B	**Simplify**	Read only as: "Try a tool → Did it help? 😊 / 😐 / 😟 → If no, try another tool or ask an adult 🙋." Skip "Plan A/Plan B" words if confusing.
4 Reset Plan Card	**Skip**	Too much writing for today.
5 Partner Check	**Skip**	
6 Comic Panel 4	**Skip**	L2-specific.
7 Exit Ticket	**Optional, simplified**	Only "My go-to adult is ___" (point to a staff photo or say a name).

Mastery criteria

- **Mastered:** completes all 4 panels (drawing, word, or starter) in order, names/circles **1 known tool** in Panel 3, and names **1 body clue** of stress — independently or with 1 prompt.
- **Approaching:** completes 2–3 panels and picks a tool with adult help or choice of 2.
- **Not yet:** needs hand-over-hand or full model; reteach with picture match on 10/22.
- **Toolkit review:** can show/act out at least 1 tool when asked (target 80% of students).

Accommodations

- Page 2 sentence starters; word bank; circle-a-tool row instead of writing.
- Scribe or adult writes words students say; AAC/pointing accepted for all answers.
- Choice of 2 for tools or stress examples; tracing allowed; stick figures OK.
- Keep stress examples **low-intensity and school-based** — do not ask students to share personal or traumatic events. Watch for students who become upset; break card and quiet space available at all times.
- Noise-canceling headphones and fidgets per IEPs; extended time; comic can be finished on 10/22.
- Shorten to 2 panels (1 and 3) for students who fatigue.

Codes only (two letters) if noting individual students. Fridays stay Grant's. Thursday 10/22 plan unchanged pending Grant's review; the "Did It Work?" scene cards and folder cover can move to 10/22 or be dropped.