Sub Plan: Wednesday, Oct 21, 2026

Gold Day · Regular bells · Room 113 · Mr. Driver

Time	What
7:40–9:00	5th: Prep (no class)
9:05–9:30	Eagle Time
9:35–10:55	6th: In-class support
11:00–12:20	**7th: Transitions**
12:20–12:50	Lunch (2nd lunch)
12:55–2:16	**8th: SEL**

7th Period: Transitions (11:00–12:20)

Today: Respecting other people's boundaries. Students learn to ask first and to accept a "no" calmly.

Have out: 10 printed scenario cards · Green "Okay," Yellow "Ask First," and Red "Stop" signs · "Ask First" and "Hearing No" script strips · 4 role-play cards · exit tickets · transition binders · timer

1. **Warm-up (10 min, 11:00).** Ask: "What is one of your rights?" Take 3–4 answers. Then say: "Everyone has those same rights. When someone says no, they are using their rights."
2. **Learn the word (15 min, 11:10).** Say: "A boundary is a line a person sets to feel safe. People have boundaries about their body, their stuff, their space, and their time." Explain the 3 signs: **Green** = okay, go ahead. **Yellow** = ask first. **Red** = stop, they said no.
3. **Card sort (15 min, 11:25).** Read each scenario card aloud. Students hold up or point to Green, Yellow, or Red. One student says why. Answers: 1 Y · 2 G · 3 Y · 4 R · 5 Y · 6 G · 7 R · 8 Y · 9 R · 10 G.
4. **Role-play (20 min, 11:40).** Pairs take 2 role-play cards. Partner A asks using the script strip ("Can I please...?"). Partner B says "yes" the first time and "no" the second time. Partner A answers "Okay, no problem." Switch. Last 5 minutes: cards back in bins, back to seats.
5. **Share (7 min, 12:00).** 2–3 pairs act out one role-play where they heard "no." Students may pass.
6. **Exit ticket and clean-up (8 min, 12:07).** Students write 1 sentence on how they ask first and 1 sentence on what they do when someone says no. Staff can write for students who say it out loud. Tickets go in transition binders. Line up for lunch at 12:20.

Finished early? Pairs write a new "Ask First" situation from home or work. **Tech not working?** Use the printed cards and tape the 3 signs on the board. No screen is needed.

8th Period: SEL (12:55–2:16)

Today: Students build their Calm-Down Toolkit binder from tools they already know. **Do not teach new tools.**

Have out: mood logs · Chromebooks · Calm-Down Toolkit binders · "My Tool Page" sheets (6 per student) · page protectors · picture tool cards · Reset Plan cards (from Monday) · comic strip folders · colored pencils and markers · star sticky notes

1. **Check-in (10 min, 12:55).** Students open mood logs, rate their energy 1–5, and write: "Did I use a calm-down tool since Monday? Which one? Did it help?"
2. **ORI Time (10 min, 1:05).** Students log in at app.orilearning.com and keep working on their current lesson. Help with logins.
3. **Review and example (7 min, 1:15).** Name the tools once: box breathing, squeeze and release, cold water, 5-4-3-2-1, cool thoughts, reset pass. Fill in one tool page together (cold water). Say: "Your star rating is about you. 3 stars = works for me."
4. **Make tool pages (22 min, 1:22).** Each student fills in a page for at least 4 tools: name, picture, 3 steps, when to use it, where, and a 1–3 star rating. Some students only need 2 pages.
5. **Order the binder (6 min, 1:44).** Reset Plan card goes in front. Then 3-star pages, then 2-star, then 1-star. Pages go in page protectors.
6. **Comic (15 min, 1:50).** Students color their 4-panel comic and add a title. Put a star sticky note on 1 panel to share Friday. If Panel 4 is not done, finish it first.
7. **Exit ticket and clean-up (11 min, 2:05).** Each student writes or says: "My 3-star tool is ___. I'll use it when ___." Binders on the shelf, comics in bins.

Finished early? Add more tool pages or a cover label on the binder. **Tech not working?** Skip ORI and start tool pages early. No screen is needed.

All day: Classroom staff know the routines; ask them if you need help. Fidgets, headphones, extra time, and a 3-minute reset pass are always okay. Students may pass on sharing.