

# Lesson Planning

Learning Intentions	Success Criteria	Conceptual Question(s)
<p>By the end of this lesson, students will know, understand, and be able to do the following:</p> <p><b>Know (Content Knowledge):</b></p> <ul style="list-style-type: none"> <li>• I need to use particular methods which help me control my emotions when strong feelings interfere with my ability to choose wisely.</li> <li>• The four-step process of the regulation routine consists of Pause followed by Label and then Reframe and finally Respond.</li> <li>• My choices about trustworthiness will shape how others perceive me because their assessment of my trustworthiness will affect all my future possibilities.</li> </ul> <p><b>Understand (Conceptual Understanding):</b></p> <ul style="list-style-type: none"> <li>• I need to understand how my current emotional state affects my ability to make good choices when I face real-world decisions.</li> <li>• The ability to remain composed during stressful situations represents a skill which I can develop through practice rather than being an innate characteristic of certain individuals.</li> <li>• How accountability, including owning a mistake and repairing it, builds trust rather than destroying it.</li> </ul> <p><b>Be Able To Do (Process Skills):</b></p> <ul style="list-style-type: none"> <li>• The regulation routine (Pause, Label, Reframe, Respond) should be used to handle situations which include conflicts or high-pressure situations.</li> <li>• The decision-making framework (Pause, Options, Consequences, Choose) needs to be used for selecting options by analyzing evidence and using logical thinking.</li> <li>• I will explain my choice through respectful words which include I-statements together with repair language when needed.</li> </ul>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>• I can identify the four stages of the regulation routine and describe the specific actions which need to be performed during each stage.</li> <li>• I can identify which emotion appeared in a situation and describe how that emotion influenced the choices that were selected.</li> <li>• I will prove my ability to manage stressful situations by using the decision framework to choose responses for each situation.</li> <li>• I can describe at least one way the outcome of a scenario would differ when the person starts with the regulation routine before the situation occurs.</li> <li>• I will apply at least one respectful communication method through I-statements or repair statements during my practice of different scenarios and their discussions.</li> </ul>	<p><b>Primary question from the unit plan:</b> "How do people control their emotions which affects their ability to make good decisions?"</p> <p>Students engage with this question by analyzing a paired scenario set in which two characters face the same high-pressure situation but respond differently based on whether they used the regulation routine. Students need to determine which elements transformed during the process and what elements triggered these changes and how each character responded to the resulting effects. The question is revisited during the reflection phase when students connect what they observed to their own experience.</p> <p>The question establishes its connection to the unit inquiry through its investigation of how personal decisions affect others' trust in me and their willingness to provide me with chances. Students will learn to link their emotional state with their decision quality through this fundamental concept which they can apply to different scenarios throughout the unit</p>

**MENTAL MODEL**

**Phase (highlight or check all that apply):**   **Acquire**   **Connect**   **Transfer**   **Student Action**

**Primary phase:** Connect (check). Secondary: Acquire (check) for the brief opening retrieval. This lesson is primarily a Connect phase lesson. Students built initial understanding of the anchoring concepts during the Acquire phase (Days 1-4). The students need to study how these concepts connect with each other through their everyday experiences of school peer relationships which include conflicts and social pressures. The unit storyboard shows students will complete the Connect phase from Days 5-7 by evaluating successful and unsuccessful solutions and studying how emotions affect decision-making processes.

**Strategy(ies):****Core Instructional Strategies**

The lesson follows a sequential format which starts with direct instruction followed by paired inquiry and then whole-group discussion before students finish with written reflection. The sequence follows a particular sequence of events. The process starts with basic information which becomes easier to understand at each stage until it reaches complete conceptual understanding.

**Brief direct instruction (5-7 min):** The teacher begins the lesson by providing a brief direct instruction which lasts between five to seven minutes. The teacher conducts a brief review of the regulation routine which lasts five to seven minutes while using an already displayed visual anchor chart in the classroom. This isn't re-teaching. It's reactivation. The students already know this content from previous study so a short easy memory check at the beginning of each class helps them retain information better without adding additional material. The process of retrieval practice has successfully accomplished its task.

**Paired scenario analysis (inquiry and collaborative learning):** Students start their paired scenario analysis work after this stage. They get two short written scenarios showing the same conflict situation, one character uses the regulation routine and one doesn't. The students work in pairs to annotate the scenarios while they identify the decision point and follow the sequence of cause-and-effect relationships. This is structured discovery, which connects directly to the Connect phase of the LTT framework. The educational approach between these two students demonstrates Vygotsky's Zone of Proximal Development because they work at their maximum independent skill level while their partner provides immediate assistance through dialogue.

**Think-Pair-Share and whole-group discussion:** Students will share their results with the entire class after completing their pair work. The instructor uses Socratic questioning to guide students past their first impressions until they discover the core question about how emotional states affected their possible actions. This mirrors the Socratic circles and bust-or-defend protocols from the Part 2 Connect-phase feedback plan.

**Guided reflection and written response:** Students finish the lesson by writing a guided reflection which uses pre-set sentence patterns. The final stage of this process involves students to consolidate their new knowledge by transferring it from working memory into their permanent memory while connecting the learned material to their personal experiences.

**Differentiation Approaches**

**Content differentiation:** The author created two reading levels for the scenarios which he wrote. The reading fluency version for students who need help contains basic sentence structures and bolded essential words yet it maintains the same level of conceptual difficulty. The approach follows UDL principles because it offers different learning approaches which prevent obstacles from blocking students from reaching their educational targets. Vocabulary cards for the regulation routine and decision framework steps are available throughout the lesson.

**Process differentiation:** Students who understand information better through verbal discussion receive extra time for structured pair discussions before they start writing according to a ZPD-based method which uses oral practice to help students move from speaking to writing. Students who benefit from a visual scaffold use the cause-and-effect graphic organizer. Students ready for more depth are prompted with an extension question: What would have to be true for the character who did not regulate to still reach a good outcome?

**Culturally Responsive and Brain-Based Learning**

The researchers based their scenarios on typical school hallway behaviors and peer relationships and online communication which represent the natural social settings of students who receive the intervention. The design choice follows principles of culturally responsive teaching because students learn better and apply their knowledge effectively when educational content shows relevance to their everyday lives. The group members come from different backgrounds because their names and their relationships with each other and their social environments reflect the diverse cultural and demographic makeup of the group. The reflection space exists as a private area which establishes a safe environment for students who face social dangers when showing their emotions in public.

Thinking Tool/Self-Assessment:

Students use two metacognitive tools in this lesson:

**Cause-and-Effect Graphic Organizer:** Students use a three-column Cause-and-Effect Graphic Organizer which contains Emotional Trigger and Decision Made and Outcome headers during paired scenario analysis. The method provides students with an organized thinking system which helps them display their thinking process while they learn to manage different concepts that exceed their working memory capacity. The organizer establishes a document which students can access for future discussion and reflection purposes.

**Self-Assessment Confidence Checklist:** Students evaluate their progress through the Self-Assessment Confidence Checklist which presents three answer options for each success criterion that includes "I got this" and "I am getting there" and "I am still confused." This is taken directly from the Part 2 feedback structure, where confidence checklists are used during the Acquire and Connect phases to give students a self-monitoring tool and give the instructor rapid formative data before the next session. The system identifies students who select "I am still confused" for two or more assessment criteria because they need individual support during the following class meeting.

Students also complete a brief written reflection using these sentence frames:

- The character created more difficulties in the situation because...
- The strategy which would have provided the most assistance was... because...
- I have seen this pattern occur in my own life during... (you can choose to share this information if you want to).
- One thing I want to remember from today is...

**Additional Resources:**

**Materials needed:**

- The handout contains two versions of the paired scenario which exist in standard and simplified reading levels.
- Students need one Cause-and-Effect graphic organizer for each student. The Regulation routine anchor chart serves as a reference tool which students can access during the entire lesson because it has already been posted. The classroom should have one laminated decision framework reference card for each student and for each table group.
- Self-assessment confidence checklist (bottom portion of reflection handout) The assessment requires students to complete a written reflection prompt sheet which contains particular sentence frames for their responses. The program includes vocabulary support cards which help students understand three essential terms: regulation and accountability and decision framework steps.

**Accommodations and assistive technologies:**

- Simplified-text scenario version for students with reading IEP/504 accommodations
- Audio read-aloud of scenarios via teacher or pre-recorded clip for students with decoding challenges
- Extended time on written reflection for students whose IEPs specify this accommodation
- Graphic organizer with pre-filled example row for students who need additional processing scaffold

**Preparation required:**

- Print scenario handouts in both versions and sort by student
- Verify anchor chart is visible from all seating positions in the intervention room
- Pre-assign student pairs intentionally, pairing students with complementary strengths
- Review student confidence checklist data from the previous session to adjust grouping or scaffolding if needed

**Formative Assessment:**

Formative assessment is embedded at three points throughout the lesson, consistent with the feedback structure from Part 2.

**Opening retrieval check (Acquire re-activation):** The teacher conducts an Opening retrieval check (Acquire re-activation) which requires students to recall the four regulation steps from memory before showing them the anchor chart. Students need to write one word for each step onto their small cards. If more than half the group cannot produce the steps, the instructor extends the opening by two to three minutes. The lesson proceeds to scenario analysis when students demonstrate strong recall of the material. The system maintains its speed adjustment capability during operation because it operates without requiring any preliminary assessment process.

**Mid-lesson observation during paired analysis:** The teacher moves between student pairs during paired analysis to observe their work using a basic observation form which tracks their ability to find emotional triggers and connect them to decisions and resulting outcomes. The stuck pairs get a specific verbal instruction instead of a correction which asks them to identify the emotions the character felt before their reaction. How did that feeling change what felt possible?" This mirrors the verbal coaching approach described in the Part 2 Connect-phase feedback plan.

**Closing confidence checklist and written reflection:** The self-assessment checklist which connects to success criteria enables instructors to check student progress at the start of each following class. The teacher collects written reflection sentences from students after class for review purposes instead of grading them to check if students can identify relevant strategies and show how these strategies produce results and relate to their personal experiences. Students who show strong conceptual connections are noted as candidates for peer coaching roles in the Similar Transfer phase (Days 8-10).

The three checkpoints require students to demonstrate their understanding of concepts instead of focusing on achieving perfect performance according to the Acquire-to-Connect feedback principle from Part 2: feedback. The feedback system in Part 2 requires students to show their ability to connect anchoring concepts instead of presenting a well-written response.