



EDITABLE VISUAL LESSON PACK

REPAIR CAFÉ

When My Message Is Misunderstood

LEARNER GOAL

I can tell someone when my message has not been understood.

Year 1 • Unit 1: I Belong
40-45 minutes • Social and emotional literacy

BELONG • CONNECT • LEARN • ACHIEVE • GROW

Print the learner pages or edit every element in Google Slides.



Educator lesson at a glance

A practical rehearsal lesson for relationship skills, self-awareness and self-advocacy.

PURPOSE

Notice a communication breakdown and use a repair message.

PRIORITY LANGUAGE

Try again • That's not what I meant • Show me • Stop

MATERIALS

Message cards • scenario cards • response choice board • preferred AAC

SUCCESS

The learner notices, signals or repairs; the partner stops, waits and confirms.

BELONG
5 min

CONNECT
5 min

LEARN
10 min

ACHIEVE
15 min

GROW
5 min

Before the lesson: make each learner's communication system available, identify a trusted partner, and pre-plan private/pass options.



Access and dignity safeguards

Participation is valid across speech, sign, AAC, gesture, eye gaze, movement, drawing and private response.

1

NO FORCED DISCLOSURE

Use fictional, low-stakes scenarios. A learner never has to share a personal conflict.

2

HONOR STOP AND PASS

Stop, break, private, not now and pass must change what the adult does.

3

DO NOT GRADE EMOTIONS

Assess the communication skill - not eye contact, facial expression, tone or calmness.

4

PARTNERS REPAIR TOO

Adults explicitly model: 'I misunderstood. Thank you for telling me. Let me try again.'

SAFE EXIT

'I want private support' is a successful communication response, not non-compliance.



Visual lesson schedule

Show the full sequence, remove or check each part, and preview any change before it happens.

1

BELONG

Check in + choose how to join

2

CONNECT

Warm-up message mix-up

3

LEARN

Model the four-step repair

4

ACHIEVE

Practice at Repair Café stations

5

GROW

Choose evidence + next step

CHANGE? SHOW ME FIRST.



Priority repair messages

Teach the meaning, model the message, and make each option available in the learner's communication form.



TRY AGAIN

The message did not work yet.



THAT'S NOT WHAT I MEANT

The partner understood a different message.



SHOW ME

I need the partner to show, model or clarify.



STOP

Pause the interaction now.

EDUCATOR LANGUAGE

“Your message matters. If I get it wrong, you can tell me to stop, try again, or show you.”



Printable repair message cards

Cut on the outside lines. Keep the learner's preferred symbol, print, sign or AAC equivalent with the words.



TRY AGAIN



**THAT'S NOT WHAT I
MEANT**



SHOW ME



STOP



BREAK



NOT SURE

LAMINATE IF USEFUL • ALWAYS ACCEPT THE LEARNER'S OWN COMMUNICATION FORM



How I want to respond

Offer the board before practice. Do not require a spoken answer when another mode is more accessible.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS

TODAY I WANT TO...

JOIN WITH A PARTNER

WATCH FIRST

PRACTICE PRIVATELY

PASS FOR NOW

PARTNER REMINDER

WAIT at least 10 seconds • **WATCH** for the learner's reliable response •
CONFIRM what you think it means • **HONOR** the message



Communication partner responsibilities

The success criterion includes what the partner does after the learner communicates.

1

STOP

Pause your action and reduce language.

2

WAIT

Give processing time without repeating the prompt.

3

CONFIRM

Say or show what you think the learner meant.

4

HONOR

Let the message change the interaction.

MODEL: “I misunderstood. Thank you for telling me. Let me try again.”



Model scenario: the wrong item

Use two neutral objects. Keep the problem low stakes and visibly repair it.

LEARNER MESSAGE

Partner thinks the learner wants the blue cup.



PARTNER ACTION

Partner gives the blue cup. It is not the intended item.

1. NOTICE

The item or action does not match the intended message.

2. SIGNAL

Use stop, no, try again, body movement or another reliable response.

3. REPAIR

Use 'That's not what I meant' or show the intended item.

4. CONFIRM

Partner shows the new understanding and waits for yes / no / not sure.

Think aloud once. Then repeat with less adult language and more learner control.



The four-step repair routine

Display during every station. A learner may enter the routine at any step.

1

NOTICE

Something is not right.

2

SIGNAL

Get the partner to pause.

3

REPAIR

Try again, show, choose or clarify.

4

CONFIRM

Check: yes, no or not sure.

REPAIR CAN BE: a word • a sign • pointing • eye gaze • movement • choosing • showing • typing



Repair Café: station instructions

Use 2-4 stations. Repeat familiar scenarios so the communication skill - not novelty - is the challenge.

1 • CHOOSE

Partner presents the wrong option after a learner choice.

Adult: pause • wait • confirm • honor

2 • DIRECT

Partner moves an item to a different safe place.

Adult: pause • wait • confirm • honor

3 • CLARIFY

Partner gives an unclear or incomplete direction.

Adult: pause • wait • confirm • honor

4 • CHECK

Partner checks yes / no / not sure before continuing.

Adult: pause • wait • confirm • honor

COLLECT ONE SMALL PIECE OF EVIDENCE

What happened? • What response was reliable? • Which prompt or support was needed? • Did the partner honor it?



Scenario card: wrong drink

Print one card per station or duplicate and edit it for a familiar classroom routine.

WHAT HAPPENS

You chose WATER. The partner gives JUICE.

LEARNER

Show the intended choice. Use stop, no, try again or another reliable response.

PARTNER

Partner: pause, name your understanding, show both choices, and honor the response.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Scenario card: wrong music

Print one card per station or duplicate and edit it for a familiar classroom routine.

WHAT HAPPENS

You chose QUIET MUSIC. The partner starts LOUD MUSIC.

LEARNER

Signal stop or change. Repair by showing or selecting the intended option.

PARTNER

Partner: lower the sound immediately, wait, then confirm before restarting.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Scenario card: item moved

Print one card per station or duplicate and edit it for a familiar classroom routine.

WHAT HAPPENS

You directed: BOOK ON THE TABLE. The partner puts it on the chair.

LEARNER

Signal the mismatch. Direct, point, eye-gaze or show the correct place.

PARTNER

Partner: stop moving, follow the new direction, and confirm.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Scenario card: unclear direction

Print one card per station or duplicate and edit it for a familiar classroom routine.

WHAT HAPPENS

The partner says: 'Put it over there.' There are three possible places.

LEARNER

Use show me, where, not sure, point or another clarification message.

PARTNER

Partner: show the choices and reduce the instruction to one clear step.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Scenario card: yes or not sure

Print one card per station or duplicate and edit it for a familiar classroom routine.

WHAT HAPPENS

The partner asks: 'Are you ready?' You are NOT SURE.

LEARNER

Use not sure, wait, show me, break or another message that fits.

PARTNER

Partner: do not turn uncertainty into yes. Offer time or information.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Scenario card: break or help

Print one card per station or duplicate and edit it for a familiar classroom routine.

WHAT HAPPENS

A task becomes difficult. The partner assumes you want HELP, but you want a BREAK.

LEARNER

Signal that help is not the intended message. Choose, show or say break.

PARTNER

Partner: honor break first. Re-offer help later without pressure.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Journey Route 1: experience and signal

Reduce choices, preserve control, and accept a reliable embodied or aided response.

TARGET

Notice or signal that a partner's response does not match the intended message.

1

OFFER TWO

Use two familiar, motivating, low-stakes options.

2

USE A RELIABLE YES / NO

Honor body movement, eye gaze, reach, switch, sign or AAC.

3

MODEL ONE REPAIR

Pair the learner's signal with one consistent repair message.

4

REPEAT THE SAME STRUCTURE

Familiarity makes the communication evidence clearer.

SUCCESS = THE PARTNER CHANGES WHAT HAPPENS



Journey Route 2: use the repair routine

Use visual support, then fade only the part that is no longer needed.

TARGET

Identify a breakdown and use a repair message during a familiar scenario.

1 • NOTICE: What is not right?

2 • SIGNAL: Get the partner to pause.

3 • REPAIR: Try again, show, choose or clarify.

4 • CONFIRM: Yes, no or not sure?

**Prompt order: natural cue → wait → visual cue → gesture/model → direct support.
Record the least support that led to success.**



Journey Route 3: explain, adapt and coach

Extend the skill through leadership - never by removing the learner's own supports.

1

ANALYZE

What caused the misunderstanding? What information was missing?

2

ADAPT

Create a clearer message card, direction or environmental support.

3

COACH

Teach a communication partner how to stop, wait, confirm and honor.

4

GENERALIZE

Use the repair routine in a new authentic setting with consent.

ROUTE 3 IS DEEPER REASONING - NOT 'LESS SUPPORT'



Learner reflection

The learner may choose, point, eye-gaze, sign, speak, type, draw, respond privately or pass.

Today, I practiced...

TRY AGAIN

NOT WHAT I MEANT

SHOW ME

STOP / BREAK

My message worked when...

Next time I want...

THE SAME SUPPORT

MORE TIME

A DIFFERENT PARTNER

PRIVATE PRACTICE

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Daily evidence form

Record the smallest useful evidence sample. Describe what happened; do not infer an emotion or intention.

Learner: _____ **Date:** _____

CONTEXT / NATURAL CUE

What happened immediately before the response?

OBSERVABLE RESPONSE

What did the learner do, select, signal, say, sign or show?

PROMPT / SUPPORT CODE

Independent • wait • visual • gesture/model • direct support

PARTNER RESPONSE

Did the partner stop, wait, confirm and honor the message?

NEXT STEP

Repeat, generalize, adjust access, or consult the learner?

A-K-I-C-G: Access ☐ Knowledge ☐ Independence ☐ Communication ☐ Generalization ☐



Family or chosen-support practice

Use the learner's established communication. Keep the practice brief, authentic and optional.

TRY THIS DURING ONE FAMILIAR ROUTINE

Offer two real choices. Intentionally misunderstand once only if the learner is comfortable. Pause. Wait. Let the learner repair. Confirm and honor the message.

SUPPORTER LANGUAGE

“I may have misunderstood. You can show me, tell me to stop, or try again.”

What did the learner want us to know?

Return one note, photo of a learner-approved support, or no evidence at all. Home participation is never required for success.



Educator fidelity and next-step checklist

Use after the lesson to protect the intended SEL practice and select the next teaching move.

☐ Communication systems were available and operational.

☐ Learners could pass, pause, watch or respond privately.

☐ Scenarios were low stakes and did not require disclosure.

☐ Adults waited, confirmed and honored learner messages.

☐ Eye contact, facial expression and calmness were not graded.

☐ Evidence described observable behavior and support level.

☐ The selected Journey Route matched today's access needs.

☐ A generalization opportunity was chosen with learner consent.

NEXT TEACHING MOVE
