



FREE PRINTABLE RESOURCE

SEL Essentials

Social-Emotional Learning for Grades K-2

What's inside

Four ready-to-teach lessons that give your youngest students the words and the tools they need: naming feelings, calming a big feeling, being a kind friend, and keeping going when something is hard. Every lesson is short enough for morning meeting, with teacher notes, a student page, and a full answer key. Print and teach - no prep required.

Standards. Aligned to the CASEL 5 core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Format: 4 complete lessons | Print & digital | Teacher notes + worksheets + answer keys

How to Use This Unit

- Each lesson is designed for a short 20-30 minute block - morning meeting, a content block, advisory, or another flexible lesson window.
- Open with the Warm-Up. The prompts can be read aloud or adapted to reduce reading barriers and support different learners.
- Use the Teaching Points as your talking script. Say them in your own words.
- Hand out the Student Worksheet for guided practice. For younger readers or students who need support, read each question aloud and let them draw as well as write.
- Check quickly with the Answer Key. Many answers are open-ended - the key tells you what a good answer looks like.
- Finish with the Extension when you want to carry the skill through the week.
- Everything is print-and-go. You may print the PDF for personal, homeschool, or classroom use. Do not resell or redistribute it as a paid product.

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LESSON 1

Naming My Feelings

Objective. Students will name at least four feelings and describe where each one shows up in the body.

Key Vocabulary

Feeling	Something that happens inside you, like happy, sad, mad, or scared.
Frustrated	The mad feeling you get when something is hard.
Nervous	The worried feeling you get before something new.
Calm	A quiet, comfortable feeling in your body.
Check-in	A quick moment to notice how you feel right now.

Warm-Up (Bell-Ringer)

Show me your face right now. Turn to a partner and finish this sentence out loud: 'Today I feel _____. ' There are no wrong answers.

Teaching Points

- All feelings are okay. Feelings are not good or bad - they are messages that tell us what is happening inside.
- Feelings show up in the body. Mad can feel hot in the face. Nervous can feel wiggly in the tummy. Sad can feel heavy and slow.
- When we can NAME a feeling, it can be easier to choose what to do next. Teach the sentence frame: 'I feel _____ because _____.'
- Model it out loud yourself: 'I feel frustrated because the printer jammed. I am going to take a breath.' Children copy what they see an adult do.
- Feelings change. The feeling you had at breakfast may be gone by recess.

Extension / Take It Further

Add a feelings check-in to morning meeting. Each child names one feeling word as they come in the door.

LESSON 1 • STUDENT WORKSHEET

Naming My Feelings

Name: _____ Date: _____

Read each question out loud with your teacher. You can write your answer or draw it. There are no wrong answers.

1. Write or draw one thing that makes you feel HAPPY.

write or draw here

2. Write or draw one thing that makes you feel SAD.

write or draw here

3. Where do you feel MAD in your body? Circle one: face - hands - tummy - somewhere else.

4. Finish the sentence: I feel _____ because _____.

5. Feelings change. Name one feeling you had YESTERDAY that is gone today.

LESSON 2

My Calm-Down Toolbox

Objective. Students will practice three calm-down tools and choose one to use when a feeling gets big.

Key Vocabulary

Big feeling	A feeling that gets so strong it is hard to think.
Calm down	To help your body and your mind get quiet again.
Belly breath	A slow, deep breath that fills your tummy like a balloon.
Break	A short rest away from what is upsetting you.
Tool	Something that helps you do a job. A calm-down tool helps you handle a big feeling.

Warm-Up (Bell-Ringer)

Everyone make a fist as tight as you can. Squeeze... now let go. That is what a big feeling is like: tight, and then loose again.

Teaching Points

- Big feelings are normal. A feeling is not wrongdoing; the goal is to choose a safe, respectful next action even when the feeling is strong.
- Tool 1, belly breathing: breathe in while you count to 4, out while you count to 4. Do it three times. Slow, comfortable breathing can help the body settle.
- Tool 2, look and count: name 5 things you can see. This moves attention out of the big feeling and back into the room.
- Tool 3, ask for a break. Teach the exact words: 'I need a break, please.' A break is a tool, not a punishment.
- Practice the tools when everyone is CALM. A tool a child has never practiced can be much harder to use in a hard moment.

Extension / Take It Further

Build a class Calm Corner together: a cushion, a timer, a feelings chart, and the three tools written on a card.

LESSON 2 • STUDENT WORKSHEET

My Calm-Down Toolbox

Name: _____ Date: _____

Try each tool together as a class. Then pick the one that works best for you.

1. Try belly breathing 3 times. How does your body feel after? Circle one: calmer - the same - still upset.

2. Look around. Name 5 things you can see right now.

3. Write the exact words you can say when you need a break.

4. Which tool will you use next time you have a big feeling? Why that one?

5. Where in our room would be a good spot to calm down?

LESSON 3

Being a Kind Friend

Objective. Students will tell the difference between kind and unkind actions and practice one way to include someone.

Key Vocabulary

Kind	Doing or saying something respectful, helpful, or caring toward another person.
Include	To offer someone a fair chance to join in when they want to.
Left out	The feeling of not being included when you wanted to join.
Apologize	To acknowledge that your action hurt or affected someone and try to repair it.
Fix it	To do something that makes the problem better after you say sorry.

Warm-Up (Bell-Ringer)

Think of a time someone was kind to you. How did it feel? Tell a partner in one sentence.

Teaching Points

- Kindness is an ACTION, not just a nice thought. It has to be seen or heard by the other person.
- The easiest kind action at school is including someone: 'Do you want to play with us?'
- If someone seems left out, students can offer a low-pressure invitation such as 'Do you want to join us?' and respect the person's answer.
- A useful apology acknowledges what happened and offers repair: 'Sorry I knocked your blocks down. Can I help you build them again?'
- You cannot control another person's choices. You can choose a respectful response, seek help when needed, and decide how you want to treat others.

Extension / Take It Further

Start a Kindness Chain. Every time a student is caught being kind, add a paper link. Read the links aloud on Friday.

LESSON 3 • STUDENT WORKSHEET

Being a Kind Friend

Name: _____ Date: _____

Read each one with your teacher and answer.

1. Circle KIND or UNKIND: taking a toy out of someone's hands.

2. Circle KIND or UNKIND: asking someone who is standing alone to play.

3. Write the exact words you can use to include someone.

4. What are two useful parts of an apology?

5. Write or draw one kind thing you will do tomorrow.

write or draw here

LESSON 4

I Can Keep Trying

Objective. Students will explain that the brain grows when they try hard things, and use the word 'yet'.

Key Vocabulary

Try	To give something a real attempt, even when it is hard.
Mistake	Something that did not work. Mistakes help your brain grow.
Yet	A word that means 'not now, but later'. 'I cannot tie my shoes YET.'
Practice	Doing something again and again until it gets easier.
Brave	Doing the hard thing even when it feels scary.

Warm-Up (Bell-Ringer)

Show me one thing you can do NOW that you could not do as a baby. (Walk, talk, write your name, zip a coat.)

Teaching Points

- Skills can improve with practice, useful strategies, feedback, and help. Hard work alone is not the goal; learning from practice is.
- Mistakes can give useful information about what to check, practice, or ask about next.
- The magic word is YET. 'I cannot read this book' becomes 'I cannot read this book YET.'
- Give specific feedback about strategies, effort, progress, and help-seeking - for example, 'You tried a second strategy when the first one did not work.'
- Many skills become easier with practice, useful strategies, feedback, and support. Ask students for an example of a skill that improved over time.

Extension / Take It Further

Post a YET chart. When a student says 'I cannot do it', the whole class answers with one word: 'YET!'

LESSON 4 • STUDENT WORKSHEET

I Can Keep Trying

Name: _____ Date: _____

Answer each question about hard things.

1. Write one thing that is **HARD** for you right now.

2. Now add the magic word. Write: I cannot _____ **YET**.

3. Name something you **CAN** do now that used to be hard.

4. How did you get good at it?

5. What can you say to a friend who wants to give up?

Answer Keys

For teacher use. Print student worksheet pages separately to keep these hidden from students.

LESSON 1 Naming My Feelings

1. Write or draw one thing that makes you feel HAPPY.
Answer: Any true answer, for example playing with my dog, recess, my birthday.
2. Write or draw one thing that makes you feel SAD.
Answer: Any true answer, for example losing a toy, a friend moving away.
3. Where do you feel MAD in your body? Circle one: face - hands - tummy - somewhere else.
Answer: Any answer. Children most often report a hot face, tight fists, or a tight tummy.
4. Finish the sentence: I feel _____ because _____.
Answer: Any complete sentence that has a feeling word and a reason.
5. Feelings change. Name one feeling you had YESTERDAY that is gone today.
Answer: Any answer that shows the student understands feelings pass.

LESSON 2 My Calm-Down Toolbox

1. Try belly breathing 3 times. How does your body feel after? Circle one: calmer - the same - still upset.
Answer: Any honest answer. Most students report feeling calmer.
2. Look around. Name 5 things you can see right now.
Answer: Any 5 real objects in the room.
3. Write the exact words you can say when you need a break.
Answer: 'I need a break, please.'
4. Which tool will you use next time you have a big feeling? Why that one?
Answer: Any of the three tools named, with a reason.
5. Where in our room would be a good spot to calm down?
Answer: Any calm, safe spot the teacher can still see: reading corner, calm-down chair.

LESSON 3 Being a Kind Friend

1. Circle KIND or UNKIND: taking a toy out of someone's hands.
Answer: UNKIND
2. Circle KIND or UNKIND: asking someone who is standing alone to play.
Answer: KIND
3. Write the exact words you can use to include someone.
Answer: 'Do you want to play with us?' or any similar invitation.
4. What are two useful parts of an apology?
Answer: Acknowledge what happened and offer a way to repair or make things better.
5. Write or draw one kind thing you will do tomorrow.
Answer: Any kind action that is specific and possible to do.

LESSON 4 I Can Keep Trying

1. Write one thing that is HARD for you right now.

Answer: Any honest answer.

2. Now add the magic word. Write: I cannot _____ YET.

Answer: The same skill from question 1, with YET added.

3. Name something you CAN do now that used to be hard.

Answer: Any real skill: riding a bike, writing my name, reading.

4. How did you get good at it?

Answer: By practicing, trying again, or getting help. Any effort-based answer.

5. What can you say to a friend who wants to give up?

Answer: 'Keep trying', 'You cannot do it YET', or 'Do you want help?'