

FREE LESSON PACK · GRADES K-5

10 No-Prep SEL Lessons

20-minute social-emotional learning lessons for
school counsellors and classroom teachers



Feelings & body clues

Calm-down strategies

Empathy

Conflict solving

Kindness

Ready-to-teach plans · Hook → Teach → Practice → Reflect · K-2 & 3-5
adaptations

Welcome!

You don't need another binder. You need something you can teach **today**, in 20 minutes, with whatever's already in the room. That's what this pack is.

How each lesson works

Hook

3 min

A quick, active opener that gets every student curious

Teach

5 min

One clear idea, with a script you can use word for word

Practice

8 min

Partner, group or whole-class activity

Reflect

4 min

Share-out and a quick check for understanding

Built for real schedules

- ✓ **No prep:** every lesson works with a whiteboard. Printables are optional.
- ✓ **Flexible:** classroom lessons, guidance lessons, small groups or morning meeting.
- ✓ **Differentiated:** every lesson has K–2 and 3–5 adaptations.
- ✓ **Family link:** each lesson ends with a simple home connection.
- ✓ **Aligned:** mapped to the five core SEL competencies (see scope & sequence).

Tip: teach one lesson a week for 10 weeks, then revisit lessons 3, 4 and 8 before stressful times (testing, holidays, transitions).

Scope & sequence

Ten 20-minute lessons that build on each other. Teach them in order once a week, or pull any lesson when your class needs it.

#	Lesson	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
1	Feelings Faces: Naming Our Feelings	•				
2	Body Clues: Where Do I Feel It?	•				
3	How Big Is My Feeling? The Feelings Thermometer		•			
4	Calm-Down Toolbox: Breathing Strategies		•			
5	Big Problem, Little Problem					•
6	In Someone Else's Shoes: Empathy			•		
7	Being a Good Listener				•	
8	Stop, Breathe, Talk, Solve: Working Out Conflicts				•	•
9	Oops! Mistakes and Making It Right	•				•
10	Kindness Ripples			•	•	

Lessons are aligned with the five core SEL competencies described by CASEL (Collaborative for Academic, Social, and Emotional Learning) and support the ASCA Student Standards: Mindsets & Behaviors. This resource is independent and is not affiliated with or endorsed by CASEL or ASCA.

LESSON 1



Feelings Faces: Naming Our Feelings

Self-awareness

Grades K–5

20 min

Objective

Students will identify and name at least four feelings using facial and body cues.

Materials

Whiteboard, or the Feelings Faces poster (bonus page). Kit: printable L1.

Hook

3 min

Make three quick faces (happy, surprised, worried). Students guess each one. Ask: *How did you know?*

MY NOTES

Teach

5 min

Introduce six core feelings: happy, sad, angry, scared, worried, calm. Key message: **all feelings are okay; what we do with them is a choice.** Model the sentence frame "I feel ____ when ____."

MY NOTES

Practice

8 min

Feelings charades in pairs: one acts, one guesses. Rotate. Older students add a scenario card ("Your friend moved away").

MY NOTES

Reflect

4 min

Volunteers share one "I feel ____ when ____." Close with a thumbs up / sideways / down check-in.

MY NOTES

Discussion questions

- Can two people feel differently about the same thing?
- Can you feel two feelings at once?

Differentiate

K–2: Focus on four feelings with picture cues.
3–5: Add nuance words: frustrated, disappointed, nervous, proud.

Home connection

Ask a grown-up to share one feeling from their day at dinner.

LESSON 2



Body Clues: Where Do I Feel It?

Self-awareness

Grades K–5

20 min

Objective

Students will connect feelings to physical body signals and name one personal "warning sign".

Materials

Whiteboard (draw a simple body outline). Kit: printable L2.

Hook

3 min

Everyone jogs on the spot for 15 seconds, then freezes. *What do you notice? Heart? Breathing?*

MY NOTES

Teach

5 min

Our bodies give clues about feelings, often before we notice the feeling itself: fast heart, hot face, tight fists, butterflies, wobbly legs. Label them on the outline.

MY NOTES

Practice

8 min

Students draw or use the body map and colour where they feel angry (red), worried (purple) and calm (green).

MY NOTES

Reflect

4 min

Pair-share: *Which body clue tells you "I need a break"?*

MY NOTES

Discussion questions

- Why is it helpful to notice body clues early?
- Do different people feel the same feeling in different places?

Differentiate

K–2: Point to body parts as you name clues.
3–5: Write a personal "early warning sign" and one matching strategy.

Home connection

Be a body-clue detective: ask a family member where they feel stress.

LESSON 3

10

How Big Is My Feeling? The Feelings Thermometer

Self-management

Grades K–5

20 min

Objective

Students will rate the intensity of a feeling from 1–5 and match a strategy to its size.

Materials

Whiteboard thermometer in 5 colours. Kit: printable L3.

Hook 3 min

Draw a thermometer. *How hot is it outside today?* Feelings can be small, medium or big too.

MY NOTES

Teach 5 min

Walk through levels 1 (calm, ready to learn) to 5 (exploding). For each, ask: what does it look like, sound like, feel like?

MY NOTES

Practice 8 min

Read scenarios aloud (lost recess, spilled paint on a drawing, best friend sits with someone else, got a sticker). Students show 1–5 fingers. Discuss why answers differ.

MY NOTES

Reflect 4 min

Complete the frame: "When I'm at a 4, I can ____."

MY NOTES

Discussion questions

- Is it okay that the same thing feels like a 2 for one person and a 4 for another?
- How can you move down the thermometer?

Differentiate

K–2: Use three levels: small, medium, big.
3–5: Use all five levels and build a strategy for each.

Home connection

Make a family thermometer for the fridge.



LESSON 4

Calm-Down Toolbox: Breathing Strategies

Self-management

Grades K–5

20 min

Objective

Students will practise three breathing strategies and choose a favourite to use when upset.

Materials

None (no-prep). Optional: a stuffed animal per student. Kit: printables L4a–L4b.

Hook 3 min

Everyone blows up a pretend balloon slowly. *What happened to your body?*

MY NOTES

Teach 5 min

Slow breathing tells our body "I'm safe". Teach balloon breath, flower & candle, and star breathing (trace a star in the air: in going up, out going down).

MY NOTES

Practice 8 min

Practise each strategy 3 times. After each, students rate it with thumbs up / sideways / down.

MY NOTES

Reflect 4 min

Each student names a favourite and one time they could use it (before a test, after recess, at bedtime).

MY NOTES

Discussion questions

- Why might breathing help when we're upset?
- When is it hard to remember to breathe?

Differentiate

K–2: Use a stuffed animal on the belly to watch it rise and fall.

3–5: Add square breathing with a 4-count.

Home connection

Teach a grown-up your favourite breath tonight.



LESSON 5

Big Problem, Little Problem

Responsible decision-making

Grades K–5

20 min

Objective

Students will sort problems by size and explain why the size of a reaction should match the size of the problem.

Materials

Whiteboard with three columns, sticky notes. Kit: printable L5 (sort cards + mat).

Hook

3 min

Compare two scenarios: *My pencil broke* vs *Someone is hurt on the playground*. What's different?

MY NOTES

Teach

5 min

Little problem: I can solve it myself. Medium: I may need help.
Big: I need a grown-up right away (safety). **My reaction can match my problem.**

MY NOTES

Practice

8 min

Students place scenario sticky notes in columns and justify choices. Discuss any disagreements.

MY NOTES

Reflect

4 min

Share a time something *felt* big but was actually little.

MY NOTES

Discussion questions

- What happens when a reaction is bigger than the problem?
- Who are the grown-ups you can go to for big problems?

Differentiate

K–2: Use two columns: little and big.

3–5: Add a possible solution for each problem.

Home connection

Play "Is it big or little?" in the car or at dinner.

LESSON 6



In Someone Else's Shoes: Empathy

Social awareness

Grades K–5

20 min

Objective

Students will identify how others might feel and choose a kind, helpful response.

Materials

A shoe (any). Kit: printable L6 (scenario cards).

Hook 3 min

Hold up a shoe. *What would it be like to walk in someone else's shoes for a day?*

MY NOTES

Teach 5 min

Empathy means noticing and caring about how others feel. Four steps: **Look** (face and body), **Listen** (words and tone), **Imagine** (how would I feel?), **Act** (kind words or help).

MY NOTES

Practice 8 min

Pairs role-play scenarios (a new student eats alone; a classmate drops their lunch tray) using the four steps.

MY NOTES

Reflect 4 min

Each student shares one kind thing they could say or do.

MY NOTES

Discussion questions

- How can you tell how someone feels if they don't say it?
- Has someone ever shown you empathy?

Differentiate

K–2: Use picture cues and act out responses.
3–5: Write an empathy response for each scenario.

Home connection

Notice how someone at home is feeling and do one kind thing.



LESSON 7

Being a Good Listener

Relationship skills

Grades K–5

20 min

Objective

Students will demonstrate four good-listening behaviours with a partner.

Materials

None (no-prep). Kit: printable L7 (listening poster).

Hook 3 min

Teacher asks a student to share their weekend, then looks away and fidgets. *Was I a good listener? How did it feel?*

MY NOTES

Teach 5 min

Four listening skills: eyes on the speaker, calm body, wait for your turn, ask a question or repeat back one thing you heard.

MY NOTES

Practice 8 min

Partner talk: each shares about a favourite thing for 1 minute; the listener retells one detail and asks one question. Swap.

MY NOTES

Reflect 4 min

How did it feel to be really listened to?

MY NOTES

Discussion questions

- Why does listening help friendships?
- What makes listening hard sometimes?

Differentiate

K–2: Use hand signals for each skill.
3–5: Practise asking follow-up questions.

Home connection

Listen to a family member's story and retell one part to them.

LESSON 8



Stop, Breathe, Talk, Solve: Working Out Conflicts

Relationship skills

Responsible decision-making

Grades K–5

20 min

Objective

Students will use a four-step process to work through a peer conflict.

Materials

None (no-prep). Kit: printable L8 (poster + worksheet).

Hook 3 min

Two volunteers act a quick conflict: both want the same ball. Freeze the scene. *What could happen next?*

MY NOTES

Teach 5 min

Stop (pause your body), **Breathe** (calm down), **Talk** ("I feel ____ when _____. I need ____."), **Solve** (take turns, share, find a compromise, or get help).

MY NOTES

Practice 8 min

Small groups role-play scenarios using all four steps. The audience names each step they see.

MY NOTES

Reflect 4 min

Which step is hardest for you? What could help?

MY NOTES

Discussion questions

- What makes a solution fair?
- When should you get a grown-up instead?

Differentiate

K–2: Focus on Stop, Breathe and the "I feel" sentence.
3–5: Brainstorm three solutions and choose the fairest.

Home connection

Use the four steps with a sibling or friend this week.



LESSON 9

Oops! Mistakes and Making It Right

Responsible decision-making

Self-awareness

Grades K–5

20 min

Objective

Students will explain how mistakes help us learn and plan how to repair a mistake.

Materials

None (no-prep). Kit: printable L9.

Hook 3 min

Share an age-appropriate mistake you made and what you learned from it.

MY NOTES

Teach 5 min

Everyone makes mistakes, and our brains grow when we learn from them. Repair steps: **own it** ("I did ___"), **say sorry** and mean it, **make it right** (help fix it), **try again**.

MY NOTES

Practice 8 min

Pairs plan repairs for scenarios: you bumped someone and they fell; you said something unkind; you broke a borrowed toy.

MY NOTES

Reflect 4 min

Tell about a mistake that helped you learn something.

MY NOTES

Discussion questions

- What's the difference between an accident and a choice?
- How does repairing a mistake help a friendship?

Differentiate

K–2: Focus on saying sorry and one way to help.
3–5: Write a full repair plan.

Home connection

Share a family "mistake of the week" and what you learned.



LESSON 10

Kindness Ripples

Social awareness

Relationship skills

Grades K–5

20 min

Objective

Students will describe how kind acts affect others and commit to one act of kindness.

Materials

Bowl of water and a pebble (or draw ripples). Kit: printable L10 (ripple tracker).

Hook 3 min

Drop a pebble in water (or draw it). *What happens to the water?*

MY NOTES

Teach 5 min

One kind act can ripple outward: the person feels good, and they're more likely to be kind to someone else. Share examples.

MY NOTES

Practice 8 min

Class brainstorms 20 acts of kindness. Each student chooses one to do this week and writes or draws it on a paper ripple for a class display.

MY NOTES

Reflect 4 min

How does it feel to give kindness? To receive it?

MY NOTES

Discussion questions

- Can a small act of kindness make a big difference?
- Is it still kind if no one sees it?

Differentiate

K–2: Draw the kind act instead of writing it.
3–5: Track a "ripple chain" of kindness across the week.

Home connection

Start a family kindness challenge.

Our feelings faces



Happy

I feel good inside



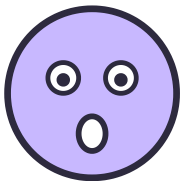
Sad

I feel heavy and down



Angry

I feel hot and want to yell



Scared

I feel like hiding



Worried

My thoughts keep spinning



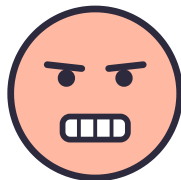
Calm

My body feels slow and soft



Excited

I can't sit still!



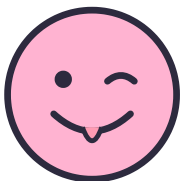
Frustrated

It's not working and I'm stuck



Proud

I did something hard



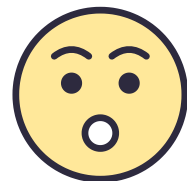
Silly

I want to laugh and play



Tired

My body needs rest



Surprised

I didn't expect that!

Bonus classroom poster for Lesson 1. Print it large or project it.

Want the printables?

These lesson plans are yours to keep and use. If you'd like the **ready-to-print student pages and tools that go with them**, they're all in the kit.



12 student printables

A ready-to-copy worksheet, card set or poster for every lesson



6-session small group

"Calm & Connected": a complete group plan for students who need more support



Classroom tools

Feelings check-in chart, calm corner poster, choice board, 24 morning-meeting cards, reflection sheet, certificates



Counsellor admin pack

Parent letters, teacher referral form, lesson tracker, pre/post self-rating for data

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one-time

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