

THE ENCHANTED FOREST™ — SOCIAL EMOTIONAL LEARNING (SEL)

Bloom’s Bravery Magic | Teacher Lesson Plan

Lesson Title: Module 3 — The Magic Meditation (Cloud Watcher Meditation)

Book: *Bloom the Brave Fairy*

Grade Level: K–2 (Adaptable K–3)

Estimated Time: 15–25 minutes

Lesson Type: Interactive Read-Aloud + Guided Meditation + Reflection Activity

Core Skill: Observing thoughts without grabbing them + returning to the breath

Closing Affirmation: I am safe, strong, and brave.

Bloom’s Bravery Magic — Lesson Plan 3

Module 3: The Magic Meditation (Cloud Watcher Meditation)

Theme: Thoughts are like clouds • Thoughts can be scary, silly, or random • We can return to the breath anytime

In Bloom’s story...

Bloom learns a special kind of meditation with Winnie called the Cloud Watcher Meditation, where she learns to notice thoughts floating by like clouds.

Learning Objective

Students will:

- Practice belly breathing to support calm
- Learn that thoughts can be scary, silly, or random

- Learn that during meditation our job is simply to notice thoughts (like clouds)
- Practice a short Cloud Watcher Meditation
- Reflect using the Cloud Watcher worksheet

Materials

- *Bloom the Brave Fairy*
- Cloud Watcher Meditation worksheet (printable)
- Cozy pillow/blanket (optional)
- Optional: breathing ball (Hoberman sphere)
- Optional: calm instrumental music

Vocabulary

Meditation • Belly Breath • Thoughts • Clouds • Notice • Calm

Book Pages Used

(Page count continues after Module 2)

- Read: Pg. 22–26
- Interactive Stop Point 1: Pg. 22 (guided belly breaths with Winnie)
- Interactive Stop Point 2: Pg. 23 (Cloud Watcher page: identify thoughts/fears in clouds)

Time Breakdown (Suggested)

- Welcome + review: 2 minutes
- Read aloud + belly breath pause: 5 minutes
- Cloud Watcher discussion: 3 minutes
- Guided meditation (2 minutes): 4–6 minutes (includes setup + reflection)
- Worksheet + share: 5–8 minutes
- Closing affirmation: 1 minute

Procedure (Teacher Script — Warm Version)

1) Warm Welcome + Review (2 minutes)

Teacher says:

“Welcome back, friends.”

“Last time we learned a special bravery magic tool for when fear feels really loud.”

Teacher asks:

“What was it?”

(Students respond: belly breath / breath)

Teacher says:

“Yes — the belly breath.”

“When we breathe slowly, it helps our body and mind remember: ‘I’m safe.’”

Teacher says:

“Today we’re going to learn the next part of Bloom’s bravery magic... something called meditation.”

Teacher asks:

“Raise your hand if you’ve heard the word meditation before.”

“It’s okay if you haven’t — we’re going to learn it together.”

2) Read-Aloud + Belly Breath Practice (Pg. 22) (5 minutes)

Teacher reads Pg. 22 and pauses when Winnie says:

“Close your eyes and take a slow breath...”

Teacher says:

“Let’s pause and practice with Winnie.”

Teacher guides (3 breaths):

“Breathe in through your nose... feel your belly rise.”

“Breathe out through your mouth... feel your belly fall.”

(Optional) Use breathing ball to guide slow breathing.

Then continue reading.

3) Cloud Watcher Page (Pg. 23) — Thoughts Like Clouds (3 minutes)

Teacher reads Pg. 23 and pauses.

Teacher says:

“Let’s pause right here.”

“This is called the Cloud Watcher Meditation.”

“In this picture, Bloom is noticing her thoughts like clouds floating by.”

Teacher asks:

“Can you point out some of the thoughts Bloom is having in the clouds?”

(Students point out fears: spider, night/dark, falling/heights.)

Teacher says (normalize):

“Great noticing.”

“And here’s something important: when we meditate, we don’t only think about fears.”

“Sometimes thoughts are silly. Sometimes they’re random.”

“Sometimes I’m meditating and I start thinking about what I want for dinner because I’m hungry!”

“But our job is the same no matter what the thought is...”

“Our only job is to watch the thought float by like a cloud — without grabbing it or chasing it.”

4) Finish Reading (Pg. 24–26) (2 minutes)

Continue reading to where Bloom practices meditation each day and grows to 10 minutes.

Teacher says:

“Let’s pause here.”

“Bloom practiced for 30 days, and her meditation grew all the way to 10 minutes.”

Teacher asks:

“Was it easy at first?”

(Students respond: no.)

Teacher says:

“No — it was hard at first.”

“But it got easier each day.”

5) Activity: Cloud Watcher Meditation (2 minutes + setup) (4–6 minutes)

Teacher says:

“Today we are going to practice the Cloud Watcher Meditation for two minutes, just like Bloom.”

“Even if it feels hard, that’s okay.”

“If you lose focus, that’s normal.”

“You can always come back to one thing...”

Teacher cue:

“...the feeling of your belly breath.”

Teacher directions:

“Get comfy. You can lie down or sit.”

(Optional) Dim lights / play calm music.

Guided Script (short + kid-friendly):

“Pretend you are outside.”

“The warm sun is on your face.”

“You’re resting safely on the ground below.”

“Take three belly breaths...”

(3 breaths)

“Now imagine you’re looking up at a big, clear sky.”

“Clouds are floating by.”

“Anytime you have a thought, imagine that thought is sitting on a cloud.”

“Your only job is to watch your thoughts go by.”

“If your mind wanders, that’s okay.”

“Come back to your belly breath.”

(2 minutes quiet time)

6) Reflection + Worksheet (5–8 minutes)

Teacher says:

“Okay friends... gently come back.”

Teacher says:

“Remember — thoughts can be scary, silly, or random.”

“That’s normal.”

Hand out Cloud Watcher worksheet.

Teacher directions:

“Write or draw some thoughts you noticed — inside the clouds.”

Optional prompt:

“You can draw a fear thought... or a silly thought... or a random thought.”

(Work time 5 minutes.)

7) Closing + Prediction (2 minutes)

Teacher asks:

“Does anyone want to share one cloud thought from their worksheet?”

“How did the meditation feel in your body?”

(Optional shares.)

Teacher asks:

“What do you think might happen next in Bloom’s story?”

8) Closing Breath + Affirmation (1 minute)

Teacher says:

“One hand on your belly and one hand on your heart.”

Take one slow belly breath together, then repeat:

“I am safe.”

“I am strong.”

“I am brave.”

Assessment (Teacher Observation)

Students can:

- Practice slow belly breathing
- Describe meditation as “watching thoughts”
- Identify at least one thought they noticed during meditation
- Use worksheet to reflect

Differentiation / Supports

- Students can sit instead of lying down
- Students can draw instead of write
- Students may pass during sharing

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