

## **THE ENCHANTED FOREST™ — SOCIAL EMOTIONAL LEARNING (SEL)**

### ***Winnie's Wise Path Adventure | Teacher Lesson Plan***

**Lesson Title:** Module 2 — Swept Away (Glitter Jar Storm Lesson)

**Book:** *Winnie the Wise Fairy*

**Grade Level:** K–2 (Adaptable K–3)

**Estimated Time:** 15–25 minutes

**Lesson Type:** Interactive Read-Aloud + Discussion + Glitter Jar Activity + Reflection

**Core Skill:** Emotional awareness • understanding reactivity (“storm mode”) • pause before choices • no shame + repair

**Closing Affirmation:** I am safe. I am strong. I am wise.

## **Quick Teach — Module 2: Swept Away**

**Goal:** Normalize big feelings and teach emotional reactivity as “storm mode”—pausing helps us choose wisely.

### **Materials:**

- *Winnie the Wise Fairy* book
- Glitter jar/snow globe (DIY ok)
- Worksheet: When I’m Swept Away I Might... (optional)

**Read-Aloud Pages:** Pg. 11–16

### **Interactive Stops:**

- Pg. 13: excitement
- Pg. 14: anger

- Pg. 15: frustration
- Pg. 16: alone/sad/stuck (connect to Bloom)

**Key Teaching Point (say this):**

“Big feelings aren’t bad—but when we’re stormy, choices are harder.”

**Discussion Prompts:**

- “What clues does your body give when the storm is starting?”
- “When Winnie got swept away, did she make wise choices?”

**Activity: Glitter Jar Storm Lesson**

1. Shake jar: “storm mode”
2. Ask: “Can we see clearly?”
3. Let settle: “pause brings clarity”
4. Students practice slow breaths as glitter settles

**Closing Mantra:**

“I am safe. I am strong. I am wise.”

\*\*For full teaching script, see lesson plan below

# Winnie's Wise Path Adventure — Lesson Plan 2 Full Script

## Module 2: Swept Away

Theme: Big feelings are normal • Storm mode makes choices harder • Pausing brings clarity

### In Winnie's story...

We learn Winnie wasn't always so wise. When she was younger, big emotions often swept her away like a storm. She made choices from anger, frustration, and excitement — and she ended up feeling alone, sad, and stuck... just like Bloom once did.

### Learning Objective

Students will:

- Normalize big feelings (no shame)
- Understand emotional reactivity as “storm mode” in the body and brain
- Identify body clues that show a storm is starting
- Learn why wise choices are harder during big feelings
- Practice calming tools that help the storm settle
- Participate in a glitter jar “storm → clarity” demonstration

### Materials

- *Winnie the Wise Fairy* book
- Glitter jar / snow globe (store-bought or DIY: jar, water, glitter, glue/glycerin)
- Optional printable: “When I’m Swept Away I Might \_\_\_\_”
- Optional: calm instrumental music

### Vocabulary

Big Feelings • Storm • Swept Away • Pause • Calm • Clarity • Wise Choice • Repair

## **Book Pages Used**

- Read: Pg. 11–16
- Interactive Stop Point 1: Pg. 13 (excitement / impulsive choice)
- Interactive Stop Point 2: Pg. 14 (anger)
- Interactive Stop Point 3: Pg. 15 (frustration)
- Interactive Stop Point 4: Pg. 16 (“alone, sad, and stuck” — Bloom connection)

## **Time Breakdown (Suggested)**

- Welcome + review: 2 minutes
- Read aloud + interactive pauses: 6–8 minutes
- Discussion: 4–6 minutes
- Activity (glitter jar): 5–8 minutes
- Closing affirmation: 1 minute

## **Procedure (Teacher Script — Warm Version)**

### **1) Warm Welcome + Safe Space Review (2 minutes)**

Teacher says:

“Welcome back, friends!”

“Last time we talked about our safe spaces and our safe space helpers.”

“Before we start the next part of Winnie’s story today…”

Teacher asks:

“Raise your hand if you’ve ever had a REALLY big feeling take over — and it made it hard to feel safe/make good choices.”

“What was the feeling? Not what caused it... but what kind of feeling?”

(Examples: fear, anger, frustration, excitement.)

Teacher says (normalize):

“Thank you for sharing. Big feelings happen to everyone.”

“Sometimes when big feelings take over, our body can feel unsafe.”

“And today we’re going to learn how Winnie used to have big feelings when she was a young fairy... and how it impacted her choices.”

## **2) Read-Aloud + Interactive Stops (Pg. 11–15) (6–8 minutes)**

Teacher reads Pg. 11–16 and pauses at these points:

Interactive Stop — Pg. 13 (excitement)

Teacher says:

“Put your finger on your nose if you’ve ever been so excited that you didn’t make a great choice.”

Interactive Stop — Pg. 14 (anger)

Teacher asks:

“Put your finger on your nose if you’ve ever been so angry that you didn’t make a great choice.”

Interactive Stop — Pg. 15 (frustration)

Teacher asks:

“Put your finger on your nose if you’ve ever been so frustrated that you didn’t make a great choice.”

Interactive Stop — Pg. 16 (Bloom connection)

Pause after: “alone, sad, and stuck...”

Teacher asks:

“Hmm... who does that sound like?”

(Students: Bloom.)

Teacher says:

“Yes... remember Bloom’s story.”

### **3) Discussion: Big Feelings = Storm Mode (4–6 minutes)**

Teacher says:

“Big feelings aren’t bad.”

“They are not something to be ashamed of.”

“Big feelings are messages from our brain and our body.”

“But sometimes... when feelings get REALLY big... it can feel like a storm inside.”

Teacher says (key concept):

“When we’re inside a storm... it’s harder to see clearly... and it’s harder to choose wisely.”

#### **A) Body Signs (Storm Clues)**

Teacher asks:

“What are some clues your body gives you when a storm is starting?”

Examples:

- “Does your body feel hot?”
- “Does your body feel tight?”
- “Do your hands feel shaky?”
- “Does your voice get louder?”
- “Does your breath get fast?”

#### **B) Choices & Wisdom**

Teacher asks:

“When Winnie got swept away... did she make wise choices?”

(Students respond: no.)

Teacher asks:

“When you get swept away... why do you think choices get harder?”

(Invite responses.)

### **C) Repair + No Shame**

Teacher asks:

“Have you ever had to say sorry after a big feeling took over?”

Teacher says:

“Even grown-ups get swept away sometimes too.”

“What matters is learning how to come back.”

Teacher asks:

“What helps you come back to your inner calm?”

(Breathing, safe person, hugs, movement, quiet space.)

### **4) Activity: Glitter Jar Storm Lesson (5–8 minutes)**

Teacher says:

“Now we’re going to see what big feelings can look like inside our brain and body.”

(Hold up jar.)

“This jar is like your mind.”

“When we get big feelings — fear, anger, frustration, even excitement — it can feel like THIS.”

Teacher shakes jar.

Teacher asks:

“Can you see clearly through the jar right now?”

(Students: no.)

Teacher says:

“Sometimes, when we’re stormy... we try to force ourselves to make a better choice.”

“What if I try harder?”

Teacher shakes jar again.

Teacher asks:

“Is it clearer now?”

(Students: no.)

Teacher asks:

“So what should I do?”

(Students: let it settle.)

Teacher says:

“Yes... we let it settle.”

“As the glitter settles... can we start to see more clearly?”

“It doesn’t mean the storm never happened...”

Teacher says (key line):

“It means the body came back to safety... and then it became easier to think straight... and make wiser choices.”

### **Student Practice (optional)**

Teacher says:

“Now you get a turn.”

- Allow students to take turns shaking (or shake together from seats)
- Guide slow belly breaths while watching the glitter settle

Teacher says:

“What helps the storm settle?”

Students call out:

- breathing
- safe spaces
- hugs
- movement

Teacher says:

“We don’t make wise choices by forcing ourselves while we’re stormy.”

“We make wise choices AFTER we settle.”

## **5) Closing + Affirmation (1 minute)**

Teacher says:

“Today we learned it’s normal to get swept away by big feelings.”

“And just like the glitter jar... storms can settle if we give them time and space.”

“Next time, we’re going to learn what Winnie discovered that helped her choose wisely.”

Closing breath (optional):

“One hand on your belly, one hand on your heart. One slow breath in... and out...”

Then repeat together:

✓ “I am safe.”

✓ “I am strong.”

✓ “I am wise.”

## **Assessment (Teacher Observation)**

Students can:

- Identify at least one “storm feeling” (anger, frustration, excitement, fear)
- Identify at least one storm body clue (hot/tight/fast breath/loud voice)
- Explain glitter jar concept: stormy mind → settle → clear mind
- Name at least one tool that helps them settle

## **Differentiation / Supports**

- Students may pass during sharing
- Provide “storm word bank” visuals for emotion naming
- Offer movement break before activity if group is dysregulated
- For sensory-sensitive students: allow observation-only during glitter jar activity

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