

THE ENCHANTED FOREST™ — SOCIAL EMOTIONAL LEARNING (SEL)

Winnie’s Wise Path Adventure | Teacher Lesson Plan

Lesson Title: Module 3 — Feelings in Motion (Mini Winnie Yoga Flow)

Book: *Winnie the Wise Fairy*

Grade Level: K–2 (Adaptable K–3)

Estimated Time: 15–30 minutes

Lesson Type: Interactive Read-Aloud + Guided Movement/Yoga + Breathwork + Discussion

Core Skill: Body awareness • emotional regulation through movement + breath
• releasing energy safely

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

Quick Teach — Module 3: Feelings in Motion

Goal: Teach that feelings live in the body and movement + breath help feelings move through (instead of taking over).

Materials:

- *Winnie the Wise Fairy book*
- Yoga mats or towels/blankets
- Optional: calm music

Read-Aloud Pages: Pg. 17–26 (with movement built in)

Key Teaching Point (say this):

“Feelings are energy—and energy likes to move.”

Yoga Moments (mini flow along with read aloud):

- P 21 Easy Seat + 3 belly breaths
- P 22 Cat/Cow x3
- P 23 Mountain + 3 breaths
- P 24 Resting Pose + 3 breaths
- P 25 Silent check-in (How do you feel?)
- P 26 Hug Pose (If uncomfortable hugging others, demonstrate wrapping self in a hug)

Discussion Prompts:

- “How did your body feel before yoga?”
- “How did your body feel after yoga?”

Activity: Mini Winnie Flow

1. Move through poses as Winnie does in the story
2. Emphasize breath in each pose
3. Optional: show glitter jar before/after yoga as comparison

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 3

Module 3: Feelings in Motion

Theme: Feelings live in the body • Movement helps feelings move through •
Breath helps the storm pass

In Winnie's story...

Winnie comes home from school feeling heavy with big feelings. She sees her mom doing yoga — and her mom explains yoga helps her calm down, feel her feelings safely, and make better choices. Winnie becomes curious and tries yoga too... because she truly wants to learn how to choose wisely.

Learning Objective

Students will:

- Review the “storm → settle” concept from Module 2
- Learn that emotions live in the body like energy
- Practice using breath + movement to help big feelings move through
- Complete a short “Mini Winnie Flow” with calming cues
- Reflect on how their body feels before vs after movement

Materials

- *Winnie the Wise Fairy* book
- Yoga mats OR blanket/towel for each student
- Optional: calm forest music
- Optional: glitter jar/tube from Module 2 (for review + comparison)

Vocabulary

Emotion • Energy • Movement • Breath • Calm • Settle • Yoga • Tool Kit •
Notice

Book Pages Used

- Read + Move: Pg. 17–26
- Interactive Stop Point 1: Pg. 20 (connection: yoga experience / superhero cape)
- Interactive Stop Point 2: Pg. 21 (Easy Seat + belly breath)
- Interactive Stop Point 3: Pg. 22 (Cat/Cow)
- Interactive Stop Point 4: Pg. 23 (Mountain Pose)
- Interactive Stop Point 5: Pg. 24 (Resting Pose / fairy dust visualization)
- Interactive Stop Point 6: Pg. 25 (silent check-in)
- Interactive Stop Point 7: Pg. 26 (Hug Pose)

Time Breakdown (Suggested)

- Welcome + review: 2 minutes
- Read aloud + movement integrated: 10–18 minutes
- Reflection discussion: 3–6 minutes
- Closing affirmation: 1 minute

Procedure (Teacher Script — Warm Version)

1) Warm Welcome + Review (2 minutes)

Teacher says:

“Welcome friends!”

“Last time we talked about big feelings — and how important it is to give big feelings a little space to settle.”

Teacher asks:

“Why is that important?”

(Students: so we can think, so we can choose better, so we can calm down.)

Teacher says:

“Yes.”

“When our storm settles... we can see more clearly.”

“Today we’re going to learn a special tool Winnie uses to help big feelings settle...”

“Movement and yoga!”

Teacher says:

“Before we begin, let’s take one big deep breath together.”

(Take one belly breath.)

“And let’s get reading...”

2) Read-Aloud + Movement (Pg. 16–25) (10–18 minutes)

Teacher reads while guiding movement at the following pages:

Interactive Stop — Pg. 20 (Yoga connection + cape)

Teacher says:

“Put your finger on your nose if you’ve ever done yoga before.”

(Pause.)

Teacher asks:

“Why do you think Winnie’s mom has a cape on?”

(Let kids guess / laugh.)

Teacher says (key line):

“Even superheroes need breaks sometimes.”

“Remember our glitter jar from last time?”

“When our thoughts are swirling, it’s hard to see clearly.”

“Movement is one way to help our body settle... so we can move forward with clarity.”

Interactive Stop — Pg. 21: Easy Seat + Belly Breath

Teacher reads Pg. 20 then says:

“Okay friends — just like Winnie, let’s sit in Easy Seat.”

“Put one hand on your belly.”

“Can you feel it fill like a balloon when you breathe in?”

“Let’s take 3 breaths together.”

(3 slow belly breaths.)

Interactive Stop — Pg. 22: Cat/Cow

Teacher says:

“Now we’re going to come to tabletop.”

“This is Cat and Cow.”

“You can even meow if you want!” 

“Let’s do it 3 times together.”

(Guide Cow → Cat x3 with breath.)

Interactive Stop — Pg. 23: Mountain Pose

Teacher says:

“Now let’s stand up tall in Mountain Pose.”

“Imagine your feet growing roots into the ground.”

“You are steady. You are strong.”

“Now reach your arms up high.”

“Take 3 breaths here.”

Interactive Stop — Pg. 24: Resting Pose

Teacher says:

“Now come down into Resting Pose.”

“Imagine calming fairy dust swirling around you.”

“Let your body melt.”

“Take 3 relaxing breaths.”

Interactive Stop — Pg. 25: Silent Check-In

Teacher says:

“Come back to Easy Seat.”

“And now... just like Winnie... let’s do a silent check-in.”

“Notice your body.”

“Notice how you feel.”

(Pause 10 seconds.)

Interactive Stop — Pg. 26: Hug Pose

Teacher says:

“One more special tool...”

“Hug Pose!”

“You can hug yourself... or if you have permission, do a safe hug with a friend.”

(Emphasize consent and safe choices.)

3) Discussion: Feelings Are Energy (3–6 minutes)

Teacher asks:

“How did you feel after doing these yoga poses?”

(Invite 2–3 responses.)

Teacher says:

“Big feelings are energy.”

“And energy likes to move.”

“When we move our body... it helps big feelings move through.”

“Did you notice how we could rest easier at the end after we moved through active poses?”

“That’s our body coming back to our inner calm.”

(Optional) Show glitter jar again:

- Shake it: “storm mode”
- Let settle: “after movement/breath”

Teacher asks:

“Does this mean we always have to do yoga when we have big feelings?”

(Students: no.)

Teacher says:

“Right.”

“It’s just one tool in your tool kit.”

4) Closing Breath + Affirmation (1 minute)

Teacher says:

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

“One slow breath in... and out...”

Then repeat:

 “I am safe.”

✓ “I am strong.”

✓ “I am wise.”

Assessment (Teacher Observation)

Students can:

- Participate in yoga/breath practices with group
- Describe at least one body change after movement (calmer, quieter, less tight)
- Explain that feelings are energy and movement helps them move through
- Identify yoga as one tool for emotional regulation

Differentiation / Supports

- Students may perform poses seated or modified
- Offer movement choice: “pose or breathe and watch”
- Provide visuals for poses if needed
- For sensory-sensitive students: allow extra space or quiet corner mat
- Use consent-based language for Hug Pose (self-hug always ok)

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