

THE ENCHANTED FOREST™ — SOCIAL EMOTIONAL LEARNING (SEL)

Bloom's Bravery Magic | Teacher Lesson Plan

Lesson Title: Module 1 — The Worry Monster

Book: *Bloom the Brave Fairy*

Grade Level: K–2 (Adaptable K–3)

Estimated Time: 15–20 minutes

Lesson Type: Interactive Read-Aloud + Mini Lesson + Art Activity

Core Skill: Naming fear + noticing body signals + practicing safety

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

Bloom's Bravery Magic — Lesson Plan 1

Module 1: The Worry Monster (SEL Read-Aloud Lesson)

Theme: Fear is normal • Fear shows up in the body • Bravery is something we can learn

In Bloom's story...

We learn that Bloom has big fears that make her feel alone, sad, and stuck — until she learns bravery magic.

Learning Objective

Students will:

- Learn it's totally normal to feel afraid sometimes
- Learn fear is the body and mind's way of keeping us safe

- Identify how fear shows up in the body
- Use the “Worry Monster” tool to name fears in a gentle way

Materials

- Bloom the Brave Fairy
- Worry Monster printable/template
- Crayons or markers

Vocabulary

Fear • Safe • Brave • Body Signals • Worry Monster (tool for naming fears)

Book Pages Used

(Page count begins with the mushroom page as Page 1)

- Read: Pg. 6–14
- Stop + Prompt: Pg. 11–13 (Bloom’s fears)
- Stop + Prompt: Pg. 14 (Bloom feels lonely/sad/stuck)

Time Breakdown (Suggested)

- Cozy Connection + Safety Breath: 2 minutes
- Interactive Read-Aloud: 6 minutes
- Mini Lesson (Fear in the Body): 3 minutes
- Worry Monster Activity: 6–8 minutes
- Closing + Affirmation: 1 minute

Procedure (Teacher Script — Warm Version)

1) Cozy Connection (1 minute)

Teacher says (warm voice):

“Before we begin our story today... I have a question.”

“Who here has ever felt afraid before?”

(Allow hands. Smile. Nod.)

Teacher says:

“Thank you for sharing.”

“And I want you to know something really important: it is totally normal to feel afraid sometimes.”

“Fear isn’t bad, and it doesn’t mean something is wrong with you. Fear is just one of the ways our body and mind try to keep us safe.”

2) Safety Breath (1 minute)

Teacher says:

“Let’s take one deep belly breath together.”

“One hand on your belly... breathe in through your nose... and let it go slow out through your mouth.”

(1–2 breaths)

(Optional add-on)

“Good job... your body is learning how to feel safe.”

3) Story Introduction (1 minute)

Teacher says:

“Today we’re going to visit a magical land called the Enchanted Forest.”

“And we’re going to meet a fairy named Bloom.”

“Bloom is known to be one of the bravest fairies in the whole Enchanted Forest... but she didn’t start off that way.”

“She actually had some really big fears...”

“But Bloom learns some bravery magic that helps her move through them.”

Teacher asks (smile):

“Would you like to see what she learns?”

4) Interactive Read-Aloud + Stop Points (6 minutes)

Stop Point #1 — Bloom’s fears (Pg. 11–13)

Teacher says (gentle/playful):

“Okay friends... if Bloom names a fear that you’ve felt before, put your finger on your nose.”

(Continue reading. Scan room.)

Teacher says:

“Some of you will relate, and some of you won’t — and that’s totally okay.”

“Everyone has different fears.”

Stop Point #2 — Lonely/sad/stuck (Pg. 14)

Teacher says:

“When Bloom feels lonely, sad, and stuck, her fears are feeling really big.”

Teacher asks:

“Has anyone ever felt lonely, sad, or stuck because they felt afraid?”

(Allow 1–2 quick shares. Remind students it’s okay to pass.)

5) Mini Lesson: Fear in the Body (3 minutes)

Teacher says:

“The thing about fear is... fear is not a bad thing.”

“Fear is our body and our mind’s way of keeping us safe.”

“And often, fear tries to do that by sending us big feelings in our body...”

Examples:

- “our heart starts beating fast”
- “sweaty hands”
- “a tight body”
- “butterflies in the tummy”
- “a tight throat”

Teacher asks:

“Raise your hand if you want to share something you feel in your body when you’re afraid.”

(Invite 2–4 quick shares.)

Teacher says (positive framing):

“And here’s something really important: it’s actually really helpful when we don’t keep our fears stuck inside.”

“When we get our fears out—by talking to a grown-up we trust, or a friend—we help our bodies feel safe again.”

“Sometimes drawing or writing can help us see what our fears are... so they don’t feel stuck inside.”

6) Activity: The Worry Monster (6–8 minutes)

Teacher says:

“So today we have an activity called the Worry Monster.”

“We all have a worry monster.”

“It’s that voice in our head that sometimes says:

- ‘Don’t do that.’
- ‘That’s scary.’
- ‘What if I fail?’”

“But the worry monster isn’t big, scary, or bad.”

“The worry monster actually just wants to keep us safe.”

“And just like us... it wants to be heard... and it wants to be loved.”

Teacher says:

“Today you’re going to draw or write some things you might be afraid of in the middle.”

“Then you can decorate your worry monster and give it a name.”

Optional extension (older kids):

“If you want to, you can write what you would say back to your worry monster.”

Work Time:

Give students 6–8 minutes to color and complete their Worry Monster.

7) Closing + Affirmation (1 minute)

Invite a few shares if time:

Teacher asks:

“Would anyone like to share their worry monster’s name or one fear they wrote down?”

(Keep brief and supportive.)

Teacher says:

“Thank you for sharing. Everyone feels afraid sometimes — you are not alone.”

“Next time, we’re going to find out what Bloom does to face her fears.”

Take 1 belly breath together and repeat:

 “I am safe, strong, and brave.”

Assessment (Teacher Observation)

Students can:

- Identify fear as a normal feeling
- Name at least one body signal of fear
- Use drawing/writing to name a fear

Differentiation / Supports

- Students may draw instead of write
- Sentence starters:
 - “My Worry Monster’s name is _____.”
 - “My Worry Monster is afraid of _____.”
 - “Fear feels like _____ in my body.”
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- Students may pass during discussion

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