

THE ENCHANTED FOREST™ — SOCIAL EMOTIONAL LEARNING (SEL)

Winnie’s Wise Path Adventure | Teacher Lesson Plan

Lesson Title: Module 1 — A Safe Space

Book: *Winnie the Wise Fairy*

Grade Level: K–2 (Adaptable K–3)

Estimated Time: 10–20 minutes

Lesson Type: Interactive Read-Aloud + Discussion + Reflection Activity

Core Skill: Safe support + trust building • identifying safe helpers • body-based safety awareness

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

Teacher Note: For best continuity, teach *Bloom’s Bravery Magic* before beginning this curriculum. Winnie appears in Bloom’s story, and this course references some of her experiences with Bloom. Winnie’s lesson may still be taught as a standalone SEL unit.

Quick Teach — Module 1: A Safe Space

Goal: Students learn what “safe” feels like in the body and identify safe helpers (people, places, activities).

Materials:

- *Winnie the Wise Fairy* book
- Worksheet: My Safe Space Helpers (optional)
- Crayons/markers

Read-Aloud Pages: Pg. 6–10

Interactive Stops:

- Pg. 7: finger on nose if you like nature
- Pg. 8: What pose are they doing? Tree Pose
- Pg. 9: Do you notice any familiar faces? Recognize Bloom
- Pg. 10: How is Winnie helping?

Key Teaching Point (say this):

“Wise means you pause, listen to your heart, and choose what’s kind and helpful.”

Discussion Prompts:

- Why is Winnie is a safe space for others in the forest?
- “What does feeling safe feel like in your body?”
- “Who helps you feel safe?”

Activity: My Safe Space Helpers

1. Explain helpers can be people, places, or activities
2. Students draw/write safe helpers
3. Share time (optional)

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 1

Module 1: A Safe Space

Theme: Wisdom begins with safety • Safe people help us calm down • Wise people ask for help

In Winnie's story...

Winnie is a beloved fairy in The Enchanted Forest because her presence makes others feel safe. She loves nature and her furry and fairy friends. Everyone feels calm around her — and Winnie often helps others find safety again when big feelings arise.

Learning Objective

Students will:

- Meet Winnie and begin understanding what “wise” means
- Identify what feeling safe feels like in the body
- Name safe grown-ups and helpers (people + spaces + activities)
- Learn that wise people know when to ask for help
- Complete the “My Safe Space Helpers” reflection worksheet

Materials

- *Winnie the Wise Fairy book*
- Printable worksheet: “My Safe Space Helpers” (optional, recommended)
- Crayons/markers
- Optional: calm music / cozy lighting (for safe-space ambiance)

Vocabulary

Wise • Safe • Helper • Calm • Support • Trust

Book Pages Used

- Read: Pg. 6–10
- Interactive Stop Point 1: Pg. 7 (nature connection)
- Interactive Stop Point 2: Pg. 8 (yoga/tree pose)
- Interactive Stop Point 3: Pg. 9 (character recognition / Bloom)
- Interactive Stop Point 4: Pg. 10 (Winnie as helper)

Time Breakdown (Suggested)

- Welcome + review: 2 minutes
- Read aloud + interactive pauses: 5–7 minutes
- Discussion: 3–5 minutes
- Worksheet + share: 5–10 minutes
- Closing affirmation: 1 minute

Procedure (Teacher Script — Warm Version)

1) Warm Welcome + Review (2 minutes)

Teacher says:

“Welcome back, friends! It is SO good to have everyone here.”

“I’m so excited because we get to read a new story from The Enchanted Forest today.”

“In Bloom’s story, she met this older, wiser fairy who helped her when fear felt really big...”

Teacher asks:

“Gosh... what was her name again?”

(Students respond: Winnie!)

Teacher says:

“Oh my gosh, that’s right — Winnie, the Wise Fairy!”

Teacher asks:

“Who knows what the word ‘wise’ means?”

(Invite 2–3 responses. Examples: smart, kind, helpful, pauses, chooses well.)

Teacher says (affirming):

“These are all great answers. Wise means you pause, listen to your heart, and choose what’s kind and helpful.”

“This class is called Winnie’s Wise Path... because Winnie wasn’t always so wise.”

“We’re going to learn how she became the wise fairy.”

Teacher says:

“Before we begin, let’s start with one big deep belly breath together.”

(Take one slow belly breath.)

2) Read-Aloud + Interactive Stops (Pg. 6–10) (5–7 minutes)

Teacher reads Pg. 6–10.

Interactive Stop — Pg. 7

Teacher says:

“Put your finger on your nose if you like spending time in nature.”

(Pause, look around, smile.)

Interactive Stop — Pg. 8

Teacher asks:

“Who knows what yoga pose Winnie is doing?”

(Students respond: Tree Pose!)

Teacher says:

“Yes! Tree Pose!”

Interactive Stop — Pg. 9

Teacher asks:

“Do you recognize any of these fairies she’s sitting with?”

(Students respond: Bloom!)

Teacher says:

“Yes — Bloom!”

Interactive Stop — Pg. 10

Teacher asks:

“Who wants to describe one way Winnie appears to be helping?”

(Invite 1–2 students.)

3) Discussion: Winnie as a Safe Space (3–5 minutes)

Teacher says:

“Winnie seems to be a safe space for the whole Enchanted Forest.”

Teacher asks:

“What does it mean to be a safe space?”

(Invite answers.)

Teacher asks:

“How does your body feel when you feel safe?”

Teacher says (body-based SEL tie-in):

“Remember how we talked about fear? Fear can make our body feel tight.”

“Our heart can race.”

“Our breath can go quick.”

“Our tummy can feel funny.”

“We might feel sweaty.”

“But when we feel safe with someone... our body gets a chance to calm down and settle.”

“And when our body feels safer...”

Teacher says (key line):

“...our mind can think more clearly. That is wisdom.”

4) Activity: My Safe Space Helpers Worksheet (5–10 minutes)

Teacher says:

“Today’s activity is called My Safe Space Helpers.”

“Helpers can be people — like Winnie.”

“Helpers can also be activities — like yoga, singing, drawing.”

“Helpers can also be places and spaces — like cozy blankets, soft lighting, gentle music.”

Teacher directions:

“I’m going to have you fill out this worksheet.”

“You can write or draw your safe space helpers — anything that helps your body feel safe.”

“After you’ve filled it out, we’ll share if you feel comfortable.”

(Hand out worksheet. Allow work time.)

5) Share Time (Optional) (2–5 minutes)

Teacher says:

“Does anyone want to share one safe space helper from their page?”

(Invite 2–3 shares. Students may pass.)

6) Closing Breath + Affirmation (1 minute)

Teacher says:

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

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

Then repeat:

✓ “I am safe.”

✓ “I am strong.”

✓ “I am wise.”

Assessment (Teacher Observation)

Students can:

- Name at least one safe person / helper
- Identify at least one body cue of feeling safe
- Complete worksheet with drawings and/or words
- Participate respectfully in group discussion/sharing

Differentiation / Supports

- Students may draw instead of write
- Students may pass during sharing
- Provide examples of helpers (visual list) if needed
- Offer sensory regulation supports (wiggle cushion, fidget, quiet corner)

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