

THE ENCHANTED FOREST™ — SOCIAL EMOTIONAL LEARNING (SEL)

Winnie's Wise Path Adventure | Teacher Lesson Plan

Lesson Title: Module 5 — Heart Wisdom (W.I.S.E. Tool + My Heart Gift Meditation)

Book: *Winnie the Wise Fairy*

Grade Level: K–2 (Adaptable K–3)

Estimated Time: 15-20 minutes

Lesson Type: Interactive Read-Aloud + SEL Tool Practice + Guided Meditation + Reflection

Core Skill: Heart-led choices • boundaries + compassion • repair • using breath to access inner wisdom

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

Quick Teach — Module 5: Heart Wisdom

Goal: Students learn heart-led choices (including boundaries), practice Winnie's W.I.S.E. steps, and discover their "heart gift."

Materials:

- *Winnie the Wise Fairy* book
- Printable: W.I.S.E. Steps
- Printable: My Heart Gift
- Crayons/markers
- Optional: glitter jar/tube
- Optional: *Bloom the Brave Fairy* Book bookmark p 19 Winnie's belly breath

Read-Aloud Page: Pg. 30 (re-read)

Stop Point:

Pause after: “from that quiet place, we can hear our hearts...”

Key Teaching Point (say this):

“Wisdom doesn’t mean never having big feelings—wisdom means pausing and listening to your heart.”

Discussion Prompts:

- “What is the quiet place?”
- “What does it mean to hear your heart?”

Activity 1: W.I.S.E. Tool

1. Introduce Winnie’s Wise tool to help us make wise choices
2. Optional: Show how Winnie used this tool in Bloom’s story
 - W = Wait
 - I = I feel...
 - S = Slow breath
 - E = Enter the Heart: “What’s the love-based choice?”

Activity 2: My Heart Gift Meditation

1. Hand on heart
2. 3 breaths
3. Ask: “What gift does my heart bring to the world?”
4. Draw/write: “My heart gift is ____.”

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 5

Module 5: Heart Wisdom

Theme: Wisdom is pausing and heart-listening • Love-based choices include boundaries • Big feelings are allowed

In Winnie's story...

Winnie becomes the wise helper of the forest not because she never has emotions... but because she knows how to return to calm and choose from her heart.

Learning Objective

Students will:

- Review breathing tools learned in Module 4
- Learn that wisdom does NOT mean never feeling big feelings
- Understand “heart wisdom” as making love-based choices (for self + others)
- Practice Winnie's W.I.S.E. Tool for decision-making
- Participate in a short “My Heart Gift” guided meditation
- Reflect by drawing/writing: “My heart gift is ____.”

Materials

- *Winnie the Wise Fairy* book
- Printable: W.I.S.E. Steps (handout)
- Printable: My Heart Gift page
- Crayons/markers
- Optional: glitter jar/tube (for storm vs quiet place visual)
- Optional: *Bloom the Brave Fairy* Book bookmark p 19 Winnie's belly breath

Vocabulary

Heart • Wisdom • Love-Based Choice • Boundary • Pause • Gift • Calm • Quiet Place

Book Pages Used

- Read: Pg. 30 (re-read, closing page)
- Interactive Stop Point: Pause after:
“And from that quiet place, we can hear our hearts...and share our own special magic with the world.”

Time Breakdown (Suggested)

- Welcome + breath review: 3–4 minutes
- Read aloud + discussion: 4-5 minutes
- Activity 1: W.I.S.E. Tool: 4-6 minutes
- Activity 2: Heart Gift Meditation + reflection page: 5-8 minutes
- Closing affirmation: 1 minute

Procedure (Teacher Script — Warm Version)

1) Warm Welcome + Breath Review (3–4 minutes)

Teacher says:

“Welcome friends!”

“Last time we learned a special tool to help our big feelings settle.”

Teacher asks:

“Who remembers what it was?”



(Students respond: the breath.)

Teacher says:

“Yes — the breath!”

“Let’s warm up our breath tools together.”

Breath Tool Review (quick + fun)

- “Let’s do 3 belly breaths together...”
- “Now 3 Lion’s Breaths...” 
- “Now 3 Bumblebee breaths...” 

Teacher says:

“Amazing!”

2) Read-Aloud + Stop Point (Pg. 29) (2 minutes)

Teacher says:

“Today, I’d like to read the last page of Winnie’s story one more time.”

“Because there’s a really interesting part at the end I want to talk about more today...”

Teacher reads Pg. 30.

Teacher pauses after:

“And from that quiet place, we can hear our hearts...and share our own special magic with the world.”

3) Discussion: Quiet Place + Hearing Your Heart (2-3 minutes)

Teacher asks:

“What do you think the ‘quiet place’ she’s talking about means?”

(Students respond: calm, settled, when glitter settles, etc.)

Teacher says:

“Yes.”

“It’s like when the glitter settles... and we can see clearly again.”

Teacher asks:

“What do you think it means to ‘hear our hearts’?”

Teacher says (kid-friendly definition):

“When you’re calm, it’s easier to choose love.”

“Love for ourselves... and love for others.”

(Optional: shake glitter tube)

Teacher says:

“It can be hard for our brains to tune into our hearts when we feel like THIS...”

“When glitter is swirling everywhere.”

“There’s nothing wrong with big feelings...”

“But if we make choices while the glitter is swirling...”

Teacher asks:

“Will it always be a choice from our heart?”

(Students: no.)

Teacher says:

“Right.”

“Remember when Winnie felt so angry she said unkind words to her brother?”

“That was storm mode.”

“But today we’re going to learn Winnie’s tool for coming back to heart wisdom.”

Activity 1: Winnie’s W.I.S.E. Tool (4-6 minutes)

Teacher says:

“I have a new tool from Winnie to share today.”

“It’s called the W.I.S.E. Tool.”

“This is how Winnie makes wise choices when she feels big feelings.”

(Pass out W.I.S.E. Steps printable.)

W.I.S.E. Steps (Teacher Explanation)

W — WAIT

Teacher says:

“First she Waits.”

“She doesn’t make a choice while the glitter is swirling.”

I — I FEEL...

Teacher says:

“Next she checks in.”

“I feel... angry.”

“I feel... worried.”

“I feel... excited.”

S — SLOW BREATH

Teacher says:

“Then she takes a slow breath into the feeling...”

“Until the glitter settles.”

(Guide 1–2 slow breaths.)

E — ENTER THE HEART

Teacher says:

“Finally... she enters her heart.”

“And she asks:”

Teacher asks:

“What is the love-based choice?”

Teacher says (important):

“Love-based choices can mean a lot of things.”

- “Apologize.”
- “Take space.”
- “Try again.”
- “Walk away instead of reacting.”
- “Ask for help.”
- “Use kind words.”

Story Connection: Winnie with Bloom (example)

Teacher says:

“We saw Winnie do this in Bloom’s story.”

“When Winnie saw Bloom crying because she was scared...”

Optional: Open to that page in Bloom’s story to help kids remember

“Before Winnie said anything, she:”

- Wait: Waited
- I Feel: Remembered how it felt to be alone and stuck
- Slow Breaths: Took a slow belly breath
- Enter Your Heart: Made a heart choice

“She offered Bloom meditation... but she didn’t force it.”

“That was a loving choice for Bloom AND for Winnie.”

Teacher asks:

“Can anyone think of another example of a love-based choice?”

(Invite 2–3 answers.)

Activity 2: My Heart Gift Meditation + Reflection Page (5-8 minutes)

Teacher says:

“Now we’re going to finish today with a short meditation.”

“Get cozy.”

“Let your body relax into the ground.”

“Take 3 deep breaths.”

(3 slow breaths.)

Guided Script (Kid-Friendly)

“Put one hand on your heart.”

“Imagine a warm glowing light inside your chest.”

“Take a breath into your heart.”

“Now ask your heart a question...”

“What gift does my heart bring to the world?”

“Maybe your gift is kindness...”

“Maybe your gift is courage...”

“Maybe your gift is helping others...”

“Maybe your gift is creativity...”

“Just listen... quietly...”

(Short pause.)

Teacher says:

“Okay friends... gently come back.”

Hand out My Heart Gift page.

Teacher directions:

“Draw or write: My heart gift is ____.”

Share Time (Optional) (2–5 minutes)

Teacher says:

“Who would like to share their heart gift?”

(Students may pass.)

Closing + 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:

- Explain “quiet place” as a settled/calm body state
- Identify a love-based choice vs reactive/Stormy choice
- Recall and describe at least 2 W.I.S.E. steps
- Participate in heart gift reflection through words or drawing

Differentiation / Supports

- Students can draw instead of write
- Students may pass during sharing

- Offer emotion word bank: angry, sad, worried, excited, embarrassed
- Keep meditation brief for younger groups (30–60 seconds quiet time)
- Provide examples of “heart gifts” for kids who feel stuck

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