

THE ENCHANTED FOREST™ — SOCIAL EMOTIONAL LEARNING (SEL)

Winnie's Wise Path Adventure | Teacher Lesson Plan

Lesson Title: Module 4 — The Wise Breath (Belly Breath Superpower + Bonus Breath Magic)

Book: Winnie the Wise Fairy

Grade Level: K–2 (Adaptable K–3)

Estimated Time: 15–25 minutes

Lesson Type: Interactive Read-Aloud + Breathing Ball Practice + Body Awareness + Breath Tools

Core Skill: Self-regulation through breath • pause → wise step • identifying where feelings live in the body

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

Quick Teach — Module 4: The Wise Breath

Goal: Teach breath as an always-available tool—pause + belly breath helps settle the body and make wiser choices.

Materials:

- *Winnie the Wise Fairy* book
- Hoberman breathing ball (or hands on belly)
- Optional: body map printable

Read-Aloud Pages: Pg. 27–30

Interactive Stop:

- Pg. 28: pause for 3 belly breaths with Winnie

Key Teaching Point (say this):

“We can’t always do yoga—but we can always pause and breathe.”

Discussion Prompts:

- “Why does Winnie’s belly breath feel like a superpower?”
- “Where do you feel big feelings in your body?”

Activity: Breathing Ball + Breath Tools

1. 3 belly breaths with breathing ball (Feel belly rise and fall like a balloon)
2. Body check-in: where do you feel your big feelings?
3. Add bonus breaths:
 - Lion’s Breath (for hot/loud feelings)
 - Bumblebee Breath (for buzzy/worried feelings)
4. “Choose your breath!” group practice

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 4

Module 4: The Wise Breath

Theme: Breath is always available • Belly breath helps the body settle • Pause
→ next wise step

In Winnie's story...

Winnie begins practicing yoga and belly breathing with her mom every day. Over time, her belly breath becomes her superpower. Winnie's friends begin to notice her wisdom and start asking her for advice — and Winnie becomes the wise fairy we know today: someone who pauses, breathes, and chooses the next wise step.

Learning Objective

Students will:

- Review how yoga helps feelings move through (Module 3)
- Learn that breath is a tool we can use anywhere — even when we can't do yoga
- Practice belly breathing using the breathing ball (or hands on belly)
- Identify where big feelings show up in the body
- Explore 2 additional “breath magic” tools: Lion's Breath + Bumblebee Breath
- Practice choosing a breath tool based on what their body is feeling

Materials

- *Winnie the Wise Fairy* book
- Hoberman breathing ball (or hands on belly substitute)
- Optional printable: Body Map (“Where Do I Feel Big Feelings?”)
- Optional: calm forest music

Vocabulary

Belly Breath • Pause • Superpower • Calm • Settle • Wise Step • Storm Mode • Body Clues

Book Pages Used

- Read: Pg. 27–30
- Interactive Stop Point 1: Pg. 28 (belly breath practice with Winnie)

Time Breakdown (Suggested)

- Welcome + review: 2–3 minutes
- Read aloud + stop points: 5–7 minutes
- Breath tool lesson (breathing ball + body awareness): 5–8 minutes
- Bonus breath magic (Lion + Bumblebee): 3–5 minutes
- Closing affirmation: 1 minute

Procedure (Teacher Script — Warm Version)

1) Warm Welcome + Review (2–3 minutes)

Teacher says:

“Welcome friends!”

“Last time we learned a special tool we can use to help move through our big feelings.”

Teacher asks:

“Does anyone remember what it was?”

(Students respond: yoga)

Teacher says:

“Yes — yoga!”

“Okay, I’m going to say a pose, and I want to see if you can show me!”

- “Mountain Pose!”
- “Easy Seat!”
- “Cat Pose!”
- “Resting Pose!”
- “Hug Pose!”

Teacher says:

“Very good remembering!”

“Today, we’re going to learn how Winnie uses yoga AND breathing to listen to her inner wisdom.”

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

(One slow belly breath.)

“And let’s get reading…”

2) Read-Aloud + Belly Breath Stop Point (Pg. 26–29) (5–7 minutes)

Teacher reads Pg. 27–30.

Interactive Stop — Pg. 28 (belly breath practice)

Teacher says:

“Let’s pause and take a deep belly breath with Winnie.”

“Put your hands on your belly so you can feel it rise and fall.”

“Let’s do 3 breaths together.”

(Guide 3 belly breaths.)

3) Discussion: Breath as a Superpower (3–4 minutes)

Teacher asks:

“Why do you think Winnie has a cape on?” (P 28)

(Invite answers: superhero, strong, power.)

Teacher asks:

“Why does her belly breath feel like a superpower?”

Teacher says (connect to glitter jar):

“Remember our glitter jar lesson?”

“When Winnie is stormy inside, she doesn’t rush into her next choice.”

“She pauses.”

“She breathes.”

“And she waits until her thoughts settle... so she can see clearly and choose wisely.”

Teacher asks:

“If you’re in the middle of school... is it always easy to drop into yoga poses?”

(Students respond: no.)

Teacher says:

“Right — sometimes it’s not.”

“But what do we carry with us everywhere we go?”

(Students respond: our breath.)

Teacher says (anchor line):

“Yes. The breath is always available.”

4) Activity: Breathing Ball + “Where Do You Feel It?” (5–8 minutes)

Teacher says:

“In Bloom’s Bravery Magic we talked about the magic belly breath.”

“And we used a special tool to help us FEEL the breath...”

“What was it?”

(Students respond: breathing ball)

Teacher says:

“Yes — the breathing ball!”

“Remember the owl said: Fill your belly like you’re filling a _____?”

(Students: balloon.)

Teacher says:

“Yes!”

“When you breathe deep into your belly and slowly let the air out...”

Teacher says (key line):

“...it tells your body and mind: I’m safe.”

“So if you notice big feelings... but you can’t do your calm-down tools because you’re at school or practice...”

“You can always use your breath.”

“It might not happen right away...”

“But if you breathe deep and slow...”

“Your ‘glitter’ (big feelings) will settle.”

Breathing Ball Practice

- 3 slow belly breaths using the ball
(expand = inhale / close = exhale)

Body Awareness (“Where Do You Feel It?”)

Teacher asks:

“When you have big feelings... where do you feel them in your body?”

Options:

- belly
- chest/heart
- face/teeth/jaw
- fists/hands
- shoulders
- legs (wiggles)

(Optional: body map worksheet for draw/circle.)

5) Bonus Breath Magic Tools (3–5 minutes)

Teacher says:

“And guess what... there are other special breathing tools too!”

Lion’s Breath (hot & loud feelings)

Teacher says:

“Lion’s Breath helps when we have big feelings we want to GET OUT.”

“It helps when we feel hot and loud!”

(Practice 2–3 rounds: inhale nose / exhale “HAAAA!” tongue out.)

Bumblebee Breath (buzzy & worried feelings)

Teacher says:

“Bumblebee Breath helps our mind feel calm with gentle buzzing.”

“It’s great when feelings are buzzy or worried.”

(Practice 2–3 rounds: fingers in ears, inhale nose / exhale hum

“mmmmmmm.”)

Choice moment (empowering)

Teacher says:

“Now let’s choose our favorite breath and do it at the same time!”

“1... 2... 3...” (Kids choose: belly breath / lion / bumblebee.)

6) Closing + Affirmation (1 minute)

Teacher says:

“Amazing job today!”

“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:

- Practice belly breathing (with ball or hands on belly)
- Explain that breath is available anywhere
- Identify at least one body clue of big feelings
- Try at least one breath tool (Lion or Bumblebee)
- Match a breath tool to a feeling state (hot/loud vs buzzy/worried)

Differentiation / Supports

- Students may observe quietly during Lion’s Breath if overstimulating
- Use body map visuals for limited verbal expression
- Offer seated breathing if movement is difficult
- For sensory-sensitive kids: Bumblebee breath is often most regulating