

THE ENCHANTED FOREST™ — SOCIAL EMOTIONAL LEARNING (SEL)

Bloom’s Bravery Magic | Teacher Lesson Plan

Lesson Title: Module 2 — The Magic Breath

Book: Bloom the Brave Fairy

Grade Level: K–2 (Adaptable K–3)

Estimated Time: 15–25 minutes

Lesson Type: Interactive Read-Aloud + Breath Practice + Somatic Activity

Core Skill: Belly breathing for regulation + calming fear responses

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

Bloom’s Bravery Magic — Lesson Plan 2

Module 2: The Magic Breath (SEL Read-Aloud Lesson)

Theme: The breath is bravery magic • Slow breath signals safety • We can calm big feelings from the inside

In Bloom’s story...

Bloom meets Winnie, who teaches her belly breathing as a kind of bravery magic that helps her calm fear and big feelings.

Learning Objective

Students will:

- Learn belly breathing helps the body feel safe
- Practice slow breathing as a calming tool
- Use a breathing ball and “Buddy Breathing” to feel belly breath in the body

Materials

- Bloom the Brave Fairy
- Optional: breathing ball (Hoberman sphere)
- Stuffed animal or doll (one per student OR bring a class set)
- Cozy pillow/blanket (optional)
- Buddy Breathing worksheet/activity page

Vocabulary

Breath • Belly Breath • Calm • Safe • Bravery Magic • Big Feelings

Book Pages Used

(Page count continues after Module 1)

- Read: Pg. 15–21
- Interactive Stop + Practice: Pg. 19 (Winnie closes her eyes + belly breath)

Time Breakdown (Suggested)

- Welcome + review: 2 minutes
- Read aloud + belly breath pause: 6 minutes
- Breath tool practice (breathing ball): 5 minutes
- Buddy Breathing (stuffed animal): 5–7 minutes
- Worksheet + reflection: 3–5 minutes
- Closing affirmation: 1 minute

Procedure (Teacher Script — Warm Version)

1) Warm Welcome + Review (2 minutes)

Teacher says:

“Welcome back, friends.”

“Last time we met our Worry Monsters, and we learned it’s actually really helpful when we don’t keep our fears stuck inside.”

“We can get fears out by drawing them, writing them, or talking to a grown-up we trust.”

Teacher asks:

“Who remembers where we left off in the story with Bloom?”

(Invite 1–2 responses.)

Teacher says:

“Bloom was afraid to fly up into the tree and play with her friends.”

“We still don’t know how she’s going to move through her fear...”

Teacher asks (smile):

“Are you ready to find out?”

2) Story Setup (30 seconds)

Teacher says:

“Today we’re going to learn the next step of Bloom’s bravery magic.”

“And this bravery magic is something we can carry with us wherever we go.”

“Pay attention, because I’m going to pause the story and ask you about it.”

3) Interactive Read-Aloud + Stop Point (6 minutes)

Read Pages 15–21

Teacher reads and pauses at:

Stop Point — Winnie belly breath (Pg. 19)

When Winnie closes her eyes and takes a big belly breath:

Teacher says:

“Let’s pause right here.”

“Let’s all take a big deep belly breath together.”

(Lead 1–2 slow breaths.)

Continue reading through Pg. 21 where Winnie explains meditation / breath magic:

- “like sprinkling magic fairy dust in your thoughts with your breath...”
- slow breaths slow thoughts
- settled thoughts = calmer body / even braver

4) Discussion: What is the Next Step of Bravery Magic? (2 minutes)

Teacher says:

“Okay... we just got a big hint.”

“The next step of Bloom’s bravery magic is something we can carry with us wherever we go.”

“It’s one of our best tools to calm our fears down.”

Teacher asks:

“What do you think it is?”

(Wait for responses.)

Teacher says:

“Yes — our breath.”

“When we take a big deep breath, it tells our body and it tells our mind:

‘I’m safe. It’s okay.’”

5) Activity 1: Breathing Ball Practice (5 minutes)

Teacher says:

“Let’s use this breathing ball to help us practice slow, brave breathing.”

“When we’re scared, our breath can get really small and shallow.”

(Demonstrate shallow breathing with the ball.)

“And that can keep signaling to our body: danger, danger.”

“But when we take a slow deep breath...”

(Demonstrate slow breathing with ball expanding/collapsing.)

“...we fill our lungs and our belly with air, and then let it go.”

“And that tells our mind and body: ‘I’m safe.’”

Teacher says:

“Let’s do three slow breaths together.”

- “Breathe in... let your belly rise.”
- “Breathe out... slow and gentle.”

Optional:

If kids take turns holding the ball:

- “If you’re waiting, you can practice with your hands on your belly.”

6) Activity 2: Buddy Breathing (5–7 minutes)

Teacher says:

“Now we’re going to try Buddy Breathing.”

“Everyone grab a stuffed animal or a doll.”

Teacher says:

“Lie on your back and place your buddy on your belly.”

Teacher asks:

“What’s going to happen to your buddy when you breathe in?”

(“It goes up!”)

Teacher says:

“Yes — like an elevator.”

“And when you breathe out... your buddy goes down.”

Teacher says:

“If your buddy isn’t moving, that means you’re not breathing into your belly yet.”

“Let’s practice three slow breaths and rock your buddy to sleep nice and gentle—so they don’t fall off.”

(Guide 3–5 breaths.)

7) Reflection + Worksheet (3–5 minutes)

Teacher asks:

“How did your body feel during the slow breathing?”

(Invite a few responses: relaxed, sleepy, calm, warm, like time slowed down, etc.)

Teacher says:

“It can even make us feel sleepy — which is why belly breathing is amazing before bedtime.”

Hand out Buddy Breathing worksheet:

Teacher directions:

“Write your breathing buddy’s name.”

(Optional prompt)

“One time I want to practice buddy breathing is...”

8) Prediction (Optional, 1 minute)

Teacher asks:

“What do you think is going to happen next in the story?”

9) Closing + Affirmation (1 minute)

Teacher says:

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

(Lead a breath.)

Repeat together:

✓ “I am safe.”

✓ “I am strong.”

✓ “I am brave.”

Assessment (Teacher Observation)

Students can:

- Identify belly breath as a calming tool
- Demonstrate belly breathing (buddy rises/falls)
- Describe how their body feels after slow breathing

Differentiation / Supports

- Students may sit instead of lying down
- Students may use hands on belly instead of stuffed animal
- If student is uncomfortable sharing: “You can pass.”