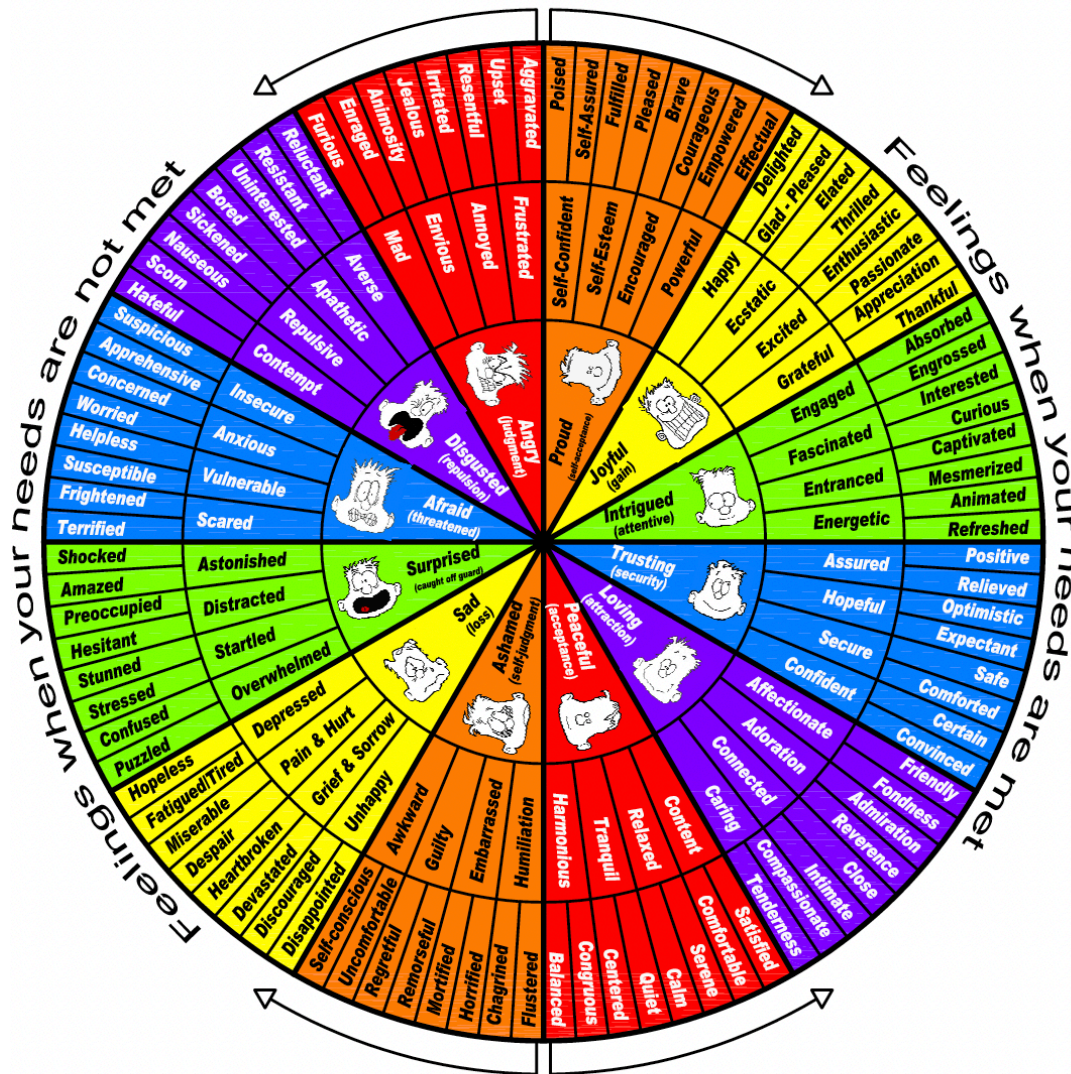




High School (9-12) Lesson Collection

The following lessons can be used to integrate The Imagine Project into your classroom culture. They range from setting classroom norms to connecting with literature to sharing your individual stories and setting goals. All the lessons can be adapted to your specific curriculum and student needs and taught in any order. Most lessons utilize the Feelings Wheel.

Feelings Wheel



Based on Nonviolent Communication by Marshall Rosenberg, Ph.D. May be duplicated for personal use and for teaching Nonviolent Communication. Graphics and organization of feelings and needs wheels by Bret Stein, artisantf@hotmail.com Revised 1/1/11

Feelings are internal emotions. Words mistaken for emotions, but that are actually thoughts in the form of evaluations and judgments of others, are any words that follow "I feel like ..." or "I feel that ..." or "I feel as if ..." or "I feel you ...", such as:

- | | | | | | | |
|---------------|------------|-------------|---------------|-----------|----------|-------------|
| Abandoned | Attacked | Abused | Betrayed | Blamed | Bullied | Cheated |
| Coerced | Criticized | Dismissed | Disrespected | Excluded | Ignored | Intimidated |
| Insulted | Let Down | Manipulated | Misunderstood | Neglected | Put down | Rejected |
| Unappreciated | Unloved | Unheard | Unwanted | Used | Violated | Wronged |



Designing Our Ideal Learning Ecosystem

Lesson Objectives:

- Students will critically analyze the complex dynamics of a learning environment.
- Students will engage in respectful and constructive dialogue, demonstrating advanced communication skills and the ability to navigate diverse perspectives.
- Students will explore the intersection of personal identity, emotional intelligence, and community responsibility.
- Students will connect their "Imagine" story to real world social emotional learning practices.

Materials Needed:

- Advanced Emotional Vocabulary List (Feelings Wheel)
- Large whiteboards/poster paper or digital collaboration tools
- Markers/pens
- Projector/screen

Procedure:

Introduction

- **Welcome and Establishing Relevance:**
 - Begin by emphasizing the transition to adulthood and the importance of active participation in shaping their learning environment.
 - Shift from "classroom" to "learning ecosystem" to reflect the interconnectedness of factors.
 - Ask: "How can we create a learning ecosystem that fosters intellectual growth, personal development, and civic engagement?"
 - Acknowledge that conflict is inevitable in any complex system and should be viewed as an opportunity for growth.
- **Introducing the Concept of Ecosystems:**
 - Connect the learning environment to the concept of an ecosystem, emphasizing the interdependence of its components.
 - Discuss core values in a more sophisticated manner, perhaps linking them to ethical frameworks or philosophical principles.

Exploring Feelings and Needs



- **Advanced Emotional Literacy:**
 - Introduce the Feelings Wheel,, encouraging students to explore nuanced emotional states.
 - Facilitate a discussion about the complex interplay of emotions, thoughts, and behaviors.
 - Ask: "How do our individual emotional experiences contribute to the overall climate of the learning ecosystem?"
 - Discuss the concept of emotional regulation and its role in fostering healthy relationships.
- **Identifying Systemic Needs:**
 - Move beyond individual needs and explore systemic needs that impact the entire community.
 - Ask: "What are the collective needs that must be addressed to create a thriving learning ecosystem?"
 - Encourage students to consider the needs of diverse stakeholders (e.g., students, teachers, staff, administration).
 - Discuss the difference between feelings, behaviors, and systemic influences.

"Imagine" Story Creation

- **Individual Reflection and Critical Imagination:**
 - Frame the "Imagine" story as an exercise in critical imagination, encouraging students to envision a more just and equitable learning ecosystem.
 - Examples:
 - "Imagine you are part of a learning ecosystem where diverse perspectives are valued and integrated into the curriculum."
 - "Imagine that you have the agency to shape your learning experiences and contribute to the well-being of the community."
 - "Imagine that conflict is approached as an opportunity for restorative dialogue and transformative change."
 - Encourage students to explore the intersection of personal identity, social responsibility, and civic engagement in their stories.

Collaborative Design

- **Sharing "Imagine" Stories and Identifying Themes:**
 - Have students share their "Imagine" stories within their groups, and identify common themes and systemic issues.
 - Ask: "How do our individual visions for an ideal learning ecosystem intersect and diverge?"
- **Systems Thinking and Interconnectedness:**
 - Encourage students to consider the interconnectedness of various elements within the learning ecosystem.
 - Ask: "How will changes in one area impact other areas of the ecosystem?"



Sharing and Reflection

- **Formal Presentations and Critical Dialogue:**
 - Have groups present their proposals in a formal setting, using visual aids and data to support their arguments.
 - Facilitate a critical dialogue, encouraging students to challenge assumptions, ask probing questions, and offer constructive feedback.
- **Connecting "Imagine" Stories to Proposals and Real-World Applications:**
 - Facilitate a discussion connecting the "Imagine" stories to the presented proposals.
 - Ask: "How do the values and visions expressed in our 'Imagine' stories translate into concrete actions?"
- **Action Planning and Advocacy:**
 - Develop action plans that include strategies for advocacy and implementation.
 - Consider creating a student-led initiative to promote positive change in the learning ecosystem.

Assessment:

- Evaluate the depth of students' critical analysis, the quality of their proposals, and their ability to engage in respectful dialogue.
- Assess students' understanding of systemic issues, emotional intelligence, and community responsibility.
- Evaluate how well students integrate their "Imagine" stories into their proposals and connect them to real-world applications.

Differentiation:

- **Support:**
 - Offer guidance on proposal development and presentation skills.
 - Provide examples of imagine statements.
 - **Extension:**
 - Challenge students to develop policy recommendations for school administrators.
 - Have students create multimedia presentations or documentaries to raise awareness about systemic issues.
 - Have students create and implement a survey to the whole school regarding the social emotional learning practices being used.
-



Hopeful Goals

Objectives:

- Students will use The Imagine Project process and the Feelings Wheel to set goals for the new year or new semester.
- Students will identify their emotions and express their thoughts through writing and drawing.

Materials Needed:

- Journals or notebooks
- The Feelings Wheel (printed for each student)
- Pens or pencils
- Whiteboard and markers

Procedure:

Introduction

1. Explain Imagination:

- Begin by asking students, "What does it mean to imagine?"
- Discuss their responses, emphasizing that imagination helps us dream big and think about our future aspirations.

2. Introduce the Feelings Wheel:

- Show the Feelings Wheel to the class.
- Point out different emotions and how they relate to their opposites across the wheel, encouraging students to think about how these emotions can influence their goals.

3. Explain the Process:

- Tell students they will think about:
 - **Three things they are proud of** and match them with emotions from the wheel.
 - **Three things that challenge them** and match those with emotions.
 - An "Imagine Statement" about overcoming one challenge, identifying the opposite emotion they want to feel.



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Guided Practice

1. Identify Proud Moments:

- Have students take out their journals.
- Ask them to write down three things they are proud of and match them with emotions from the Feelings Wheel.

2. Identify Challenges:

- Next, ask them to write three things that challenge them and match those with emotions.

3. Write an Imagine Statement:

- Guide students to write their Imagine Statement about overcoming one challenge.
- Encourage them to think about the opposite emotion they want to feel.

Sharing Time

1. Create a Safe Environment:

- Explain that sharing is important, and everyone should listen carefully and respect each other's feelings.

2. Encourage Sharing:

- Invite students to share their entries with the class.
- Offer positive feedback and encouragement after each sharing.

Follow-Up

1. Turn Imagine Statements into Goals:

- Help students transform their Imagine Statements into "I am, I can, I will" statements.
- Example: "I am brave. I can practice speaking. I will share my story with the class."

2. Encourage Reflection:

- Remind students to keep their goals visible and reflect on their progress throughout the year.

Assessment:

- Observe students during discussions and activities to assess their participation and understanding.
- Listen for common hopes and goals shared by the class.
- Collect each student's goal and plan to meet individually to discuss their progress.



Differentiation Activities:

- **Support:** Provide sentence starters for the "I am" statements (e.g., "I am good at...", "I am sometimes worried about..."). Offer a simplified version of the Feelings Wheel with fewer emotions. Allow students to express their proud moments and challenges primarily through drawings, adding labels or simple sentences as they are able. Pair students with buddies to help them brainstorm ideas.
- **Extension:** Challenge students to write a more detailed "Imagine" story about how they will overcome their chosen challenge. Encourage them to include specific steps they will take and who might help them. Have them create a visual representation (drawing, collage) of their "future self" having achieved their goal. Encourage students to set multiple goals related to different areas of their lives (academic, social, personal).

Writing for Healing and Hope

Lesson Objective

Students will learn a 7-step writing process to explore and express their experiences through writing, focusing on personal challenges and hopes for the future.

Materials

- Whiteboard or projector
- Markers/pens
- Paper
- Optional: Music player, markers
- Feelings Wheel
- Printed copies of student journals (optional) Download from website.



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- Sample "Imagine Stories" (provided by teacher or from The Imagine Project website: [The Imagine Project](<https://theimagineproject.org/>))
- Links to Imagine Project videos ([Imagine Project Videos](<https://theimagineproject.org/>))

Procedure

Introduction & Building Background

1. **Expressive Writing:** Briefly introduce the concept of expressive writing and its benefits for mental health.
2. **Self-Reflection:** Discuss the importance of self-reflection and emotional processing.
3. **Imagine Stories:** Introduce the concept of "Imagine Stories": narratives that allow us to explore overcoming challenges and envisioning a positive future.

Instruction

1. The Power of "I Do"

- **Teacher Modeling:** Share a personal challenge you've overcome or are still working on. Start writing an "Imagine Story" on the board, narrating your journey through a challenging situation with the sentence starter "Imagine..."
- **Feelings Wheel:** Use the Feelings Wheel to identify your emotions during the experience.
- **Discussion:** Discuss the emotions expressed in the story. Ask students what they noticed about the writing style (free-flowing expression, second person).

2. Seven-Step Writing Process

- **Step 1 - Celebrate (3 minutes):** Students write down 3 things they feel good about in their lives. (Optional: Play "Celebrate" by Christina Aguilera).
- **Step 2 - Reflect (3 minutes):** Students write down 3 challenges they've faced, past or present. Use the Feelings Wheel to identify the emotions. (Optional: Play "Story of My Life" by One Direction or "Into Dust" by Mazzy Star).
- **Step 3 - Imagine (14 minutes):** Students choose one challenge and start writing their "Imagine Story." Briefly show students additional sample stories or videos (optional). Remind students this is a personal exploration and can remain private. (Optional: Play reflective music like "Lean on Me" by Bill Withers or "Three Little Birds" by Bob Marley).



Transitioning to the Hopeful Turn

- On the board, draw a box titled "Your Story" with a box below for negative emotions (sadness, anger, etc.). Explain how these emotions tie to their challenges. Use the Feelings Wheel to identify the opposite emotions they hope to move toward. Discuss how they want to use their story to propel them towards a positive future.

Students can choose to share their stories with the whole group, in small groups, or with a partner (optional).

Step 4 - The Hopeful Turn

- Students now write the new, hopeful ending to their stories. Use the opposite feelings on the Feelings Wheel to get started. Encourage them to write "Imagine statements" about their future aspirations. Have a few volunteers share their hopeful turns with the class.

Step 5 & 6 - I Am, I Can, I Will, DO!

- Students transform their hopes into "I Am" statements (e.g., "I am a strong individual"). Have students read their "I Am" statements out loud with confidence. Convert the "I am, I can, I will" statements to an action plan. What will they do to achieve their goals?

Steps 7- See the lesson The 30 Day Imagine Challenge

Closure

- **Exit Ticket:** Students write down two things they learned from the lesson.

Differentiation Activities:

- **Support:** Provide a list of prompts for each step of the writing process. Offer sentence starters for the "Imagine Story." Allow students to share their writing privately with the teacher or a counselor. Create a safe space with calming music and flexible seating arrangements.
- **Extension:** Challenge students to explore their challenges and hopes through different forms of writing (poetry, song lyrics, journal entries). Encourage them to reflect on the insights they gained through the writing process and how they can apply them to their lives. Have them create a portfolio of their expressive writing pieces.



Assessment

Use the following rubric to evaluate students' understanding and participation in the lesson:

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
Self-Reflection & Challenge Identification	Deeply reflects on personal challenges and expresses complex emotions with honesty and clarity.	Reflects on personal challenges and identifies emotions, but may not show full depth.	Identifies some personal challenges but may lack emotional connection.	Struggles to identify personal challenges or express emotions.
"Imagine Story"	Story is well-developed, uses vivid imagery, and effectively portrays the journey through a challenge with a clear turning point towards hope.	Story is clear and coherent, portrays the challenge and a hopeful turn, but may lack detail or emotional depth.	Story attempts to portray a challenge and a hopeful turn, but may be underdeveloped or lack clarity.	Story does not clearly present a challenge or a hopeful turn.
Emotional Expression	Effectively utilizes the Feelings Wheel to identify emotions throughout the story and uses creative language to convey them.	Uses the Feelings Wheel to identify some emotions and attempts to express them in the writing.	May not consistently use the Feelings Wheel or effectively express emotions in the writing.	Does not use the Feelings Wheel and struggles to express emotions in the writing.
Future Aspirations	Creates clear and inspiring "Imagine statements" about future aspirations and demonstrates a connection to the "Imagine Story."	Brainstorms future aspirations and attempts to write "Imagine statements," but the connection to the story may be unclear.	Identifies some future aspirations but may not write "Imagine statements" or show a clear connection to the story.	Struggles to identify future aspirations or write "Imagine statements."
Positive Identity Statements	Creates powerful and confident "I Am" statements that reflect self-belief and connect to future aspirations.	Creates "I Am" statements that are positive but may lack strength or connection to future aspirations.	Attempts to create "I Am" statements but may be vague or lack confidence.	Does not complete "I Am" statements.



Engagement & Participation	Actively participates in class discussions, contributes thoughtful questions, and demonstrates openness to sharing their work (optional).	Participates in class discussions and respects others' ideas while sharing moderately.	Participates minimally in discussions and may be hesitant to share their work.	Does not participate in discussions or share their work.
Exit Ticket	Demonstrates a deep understanding of the lesson by identifying key takeaways about personal reflection and expressing hope through writing.	Identifies relevant takeaways from the lesson but may lack depth.	Identifies some takeaways but may misunderstand key concepts.	Struggles to identify any takeaways from the lesson.

The 30-Day Imagine Challenge

Objectives:

- To encourage students to practice gratitude and positive thinking.
- To inspire creativity and imagination.
- To promote acts of kindness and compassion.
- To develop reflective writing skills.

Materials:

- Journal or notebook
- Pen or pencil
- Whiteboard and markers
- Optional: Music player for reflective music
- Feelings Wheel (printed copies)

Procedures:



Day 1: Introduction to the Challenge

1. Explain the Challenge

- ****Introduction****: Begin by introducing the ****30-Day Imagine Challenge****. Explain that this challenge is designed to foster positivity, creativity, and self-reflection.
- **Daily Routine**: Outline the daily components of the challenge:
 - **Imagine 3**: Write down three things you imagine happening in your life.
 - **Grateful 3**: List three things you are grateful for.
 - **Kind 1**: Describe one act of kindness you have done or plan to do.

2. Set Expectations

- **Consistency and Honesty**: Emphasize the importance of consistency in daily entries and honesty in reflections.
- **Open Sharing**: Encourage students to share their thoughts and feelings openly, creating a supportive environment.

3. Start the Challenge

- **Journaling Time**: Have students begin their first day's entries in their journals. Provide prompts on the board to guide their writing:
 - For **Imagine 3**, ask them to think creatively about their future aspirations.
 - For **Grateful 3**, encourage them to reflect on their current lives and what brings them joy.
 - For **Kind 1**, prompt them to think of a specific act of kindness they can perform or have performed recently.
- **Optional Music**: Play soft, reflective music to create a calm atmosphere while students write.

4. Wrap-Up and Sharing

- **Daily Check-in**: Dedicate the last few minutes for students to share their experiences or insights from their first entries if they feel comfortable.
- **Facilitate Discussion**: Encourage students to discuss how the challenge felt to them, what they found easy or difficult, and their thoughts on the importance of gratitude and kindness.

Days 2-30: Daily Reflection and Sharing

- **Daily Check-in**: Each class begins with a brief sharing session where students can discuss their previous day's entries and experiences.
- **Journaling Time**: Provide time for students to complete their daily entries, encouraging them to be specific and detailed in their writing.



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- **Optional Sharing:** Organize voluntary sharing sessions where students can share their entries with the class, providing positive feedback and constructive criticism.

Day 31: Reflection and Celebration

1. Review the Journey

- **Reflection:** Have students reflect on their 30-day experience, discussing the challenges and benefits they encountered throughout the challenge.

2. Share Final Thoughts

- **Final Sharing Session:** Organize a final sharing session where students can share their final entries and overall reflections on the challenge.

3. Celebrate Achievements

- **Acknowledge Efforts:** Recognize the efforts and accomplishments of all participants. Consider a small celebration, such as a class treat or certificates of completion, to honor their commitment.

4. Additional Tips

- **Personalization:** Encourage students to tailor the challenge to their individual interests and goals.

- **Positive Environment:** Maintain a supportive and encouraging classroom atmosphere throughout the challenge.

- **Community Connection:** Discuss potential group acts of kindness or volunteer opportunities that could extend beyond the classroom.

Assessment:

- Evaluate students based on their participation in discussions, the depth of their reflections in their journals, and their engagement in sharing sessions.

Differentiation Activities:

- **Support:** Provide a journal template with prompts for each day's entry. Offer a list of gratitude prompts and kindness ideas. Allow students to share their entries privately with the teacher or a counselor.



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- **Extension:** Encourage students to explore different forms of creative expression in their journal entries (e.g., poetry, song lyrics, drawings). Challenge them to design their own 30-day challenge focused on a specific area of personal growth. Have them create a blog or social media post to share their challenge experience with a wider audience.
-

Your Ideal Future Self

Objective

Students will use imaginative writing to envision a positive future, identify potential challenges, and develop strategies to overcome them.

Materials

- Journal or notebook
- The Feelings Wheel (printed copies)
- Whiteboard and markers

Procedure

Introduction

1. Warm-Up Activity:

- Ask students to take out their journals and write a quick response to the prompt: "What does your ideal future self look like?"
- Encourage them to think about their academic, personal, and professional goals. Allow 5 minutes for this activity.

2. Class Discussion:

- Invite a few students to share their responses. Discuss common themes and aspirations among the students. Write key points on the whiteboard.



Overcoming Obstacles

1. Introduce the Imagine Story:

- Explain that students will now write an "Imagine story" where they identify a challenge they may face in the future and explore how they can overcome it.

2. Prompt for Writing:

- Provide the following prompt: "Imagine you are facing a challenge in achieving your goals. Write a story about this challenge and explore how you can overcome it through perseverance and effective problem-solving."

- Encourage students to use the Feelings Wheel to identify and express their emotions related to the challenge. Allow 20 minutes for this writing exercise.

Example:

Imagine yourself in the final stretch of your senior year, the weight of college applications and looming deadlines pressing down on you.

Imagine the crushing disappointment when you receive rejection letters from your top-choice universities. You feel a surge of emotions – frustration, anger, and a deep sense of despair.

Imagine yourself using this setback as a catalyst for growth. Instead of dwelling on the negativity, you decide to analyze the situation objectively. You identify the areas where your applications may have fallen short and brainstorm ways to improve them.

Imagine surrounding yourself with a supportive network of family and friends, seeking their encouragement and advice.

Imagine yourself finally achieving your dream. You realize that perseverance, positive thinking, and effective problem-solving are not just tools for overcoming challenges, but essential ingredients for a fulfilling and successful life.

Sharing and Reflection

1. Sharing Stories:

- Invite students to share their Imagine stories with the class or in small groups. Encourage them to listen actively and provide supportive feedback.

2. Class Discussion:

- Facilitate a discussion on the importance of setting goals, staying motivated, and seeking support. Ask questions such as:



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- What strategies can we use to stay motivated?
- How can we seek support from others when facing challenges?
- Reflect on how the skills and knowledge gained in the classroom can help them achieve their dreams.

Closure

- Summarize the key points discussed in class.
- Encourage students to continue reflecting on their future selves and the challenges they may face.
- Assign a brief homework task: Ask students to write a follow-up paragraph in their journals about one actionable step they can take towards achieving their ideal future self.

Assessment

- Evaluate students based on their participation in discussions, the depth of their writing in the Imagine story, and their engagement during sharing sessions. Consider using a rubric that assesses clarity, emotional expression, and creativity in their writing.

Differentiation Activities:

- **Support:** Provide sentence starters for the "Imagine" story. Offer a list of common challenges faced by high school students. Allow students to brainstorm ideas with a partner before writing. Offer graphic organizers to help structure the story.
- **Extension:** Challenge students to research real-world examples of individuals who have overcome similar challenges. Encourage them to explore the ethical considerations of their chosen career path. Have them create a presentation or multimedia project showcasing their ideal future self and the steps they plan to take to achieve their goals.



Rubric for "Your Ideal Future Self" Assignment

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, offering insightful contributions and encouraging peers.	Participates in discussions, sharing relevant ideas and listening to others.	Participates but is often quiet or hesitant to share, contributing minimally.	Rarely participates in discussions or activities, showing disengagement.
Clarity of Writing	Writing is exceptionally clear and well-organized, with a strong narrative flow and detailed descriptions.	Writing is clear and organized, with a logical flow and some descriptive details.	Writing is somewhat clear but lacks organization or detail, making it hard to follow.	Writing lacks clarity and organization, making it difficult to understand.
Emotional Expression	Deeply expresses emotions related to challenges and aspirations, effectively using the Feelings Wheel.	Expresses emotions related to challenges and aspirations with some depth and clarity.	Mentions emotions but lacks depth or clarity in expression.	Fails to express emotions related to challenges or aspirations effectively.
Creativity	Highly imaginative and original story that vividly envisions the future self and challenges, with unique solutions.	Creative story that envisions the future self and challenges, with some original ideas.	Some creativity is present, but the story lacks originality or depth in envisioning the future.	Lacks creativity and originality, with a vague or unclear vision of the future.
Engagement in Sharing	Actively listens and provides thoughtful feedback during sharing, fostering a supportive environment.	Listens and provides some feedback during sharing, contributing to the discussion.	Listens but provides minimal feedback or engagement during sharing.	Does not listen or engage during sharing sessions, offering no feedback.
Actionable Steps	Clearly identifies and articulates multiple actionable steps to achieve their ideal future self, demonstrating insight.	Identifies one or two actionable steps to achieve their ideal future self, showing some understanding.	Mentions a vague action step but lacks clarity or specificity in their plan.	Fails to identify actionable steps or provides unclear or irrelevant ideas.



Emotion of the Week - Jealousy

Objective

- Students will be able to analyze the complex emotion of jealousy.
- Students will be able to write a character-driven story with a strong theme.

Materials

- The Feelings Wheel (printed copies)
- The Imagine Project writing prompts
- Paper and pencil
- Mentor Text: *The Great Gatsby* by F. Scott Fitzgerald (or any other text that has a strong focus on the emotion you are spotlighting)

Two good sites to discover diverse book options for your students are:

<https://iris.peabody.vanderbilt.edu/resources/books/> and

<https://libguides.luc.edu/c.php?g=49784&p=320661#s-lg-box-wrapper-3979711>. (copy and paste into your browser)

Procedure

Introduction

1. Warm-Up Discussion:

- Begin with a brief discussion about jealousy (or any emotion you would like to focus on). Ask students to define jealousy and share their thoughts on why it might occur. Write key points on the whiteboard.
- Introduce the Feelings Wheel and explain how it can help identify emotions related to jealousy.

Feelings Wheel Discussion

1. Root Causes and Consequences:

- Facilitate a discussion on the root causes of jealousy (e.g., insecurity, comparison, fear of loss) and its potential consequences (e.g., strained relationships, negative behavior).
- Ask students to think of real-life examples or scenes from movies where jealousy plays a significant role. Discuss these examples as a class.



Shared Reading

1. Excerpts from *The Great Gatsby*:

- Read selected excerpts from *The Great Gatsby* that highlight jealousy, such as Gatsby's feelings towards Tom Buchanan or Daisy's choices.
- Discuss how the characters' jealousy drives the plot and affects their relationships. Focus on the motivations behind their jealousy and how it influences their actions.

How Jealousy Drives the Plot:

- **Gatsby's pursuit of Daisy:** Gatsby's relentless pursuit of Daisy is primarily driven by jealousy. He seeks to reclaim the past and prove to himself and Tom that he is worthy of Daisy's love. His jealousy blinds him to the realities of their past and the complexities of their present relationship.
- **The tragic climax:** The confrontation between Gatsby, Tom, and Daisy at the Plaza Hotel is fueled by a potent mix of jealousy and anger. Tom's jealousy of Gatsby's wealth and his perceived threat to his marriage, combined with Daisy's own ambivalence and underlying jealousy, creates a volatile atmosphere that ultimately leads to tragedy.
- **The destruction of Gatsby's dream:** Gatsby's unwavering belief in his idealized past with Daisy is shattered by the harsh realities of the present. His jealousy and unwavering faith in his dream ultimately lead to his downfall.

Writing Activity: "The Green-Eyed Monster"

1. Imagine Story Prompt:

- Introduce the writing prompt: "Imagine a character who is consumed by jealousy. Write an imagine story from the character's point of view that explores the psychological and emotional impact of this jealousy on the character and those around them."
- Encourage students to use the Feelings Wheel to identify emotions that their character might experience throughout the story.

Examples:

Imagine you are consumed by jealousy. It's a venomous green snake coiled in your gut, its fangs sinking deeper with every passing moment. You watch from the periphery, a silent observer, as your best friend, once your confidante, now basks in the glow of another's attention.



Imagine the insidious whispers of envy – *they're more talented, more beautiful, more loved.* These thoughts, once fleeting, now cling to you like cobwebs, obscuring your vision and poisoning your joy. You find yourself constantly comparing, dissecting every detail, searching for flaws, for cracks in their facade.

Literary Analysis

1. Class Discussion:

- After writing, facilitate a discussion on the characters' motivations and the consequences of their actions in both **The Great Gatsby** and their own stories.
- Discuss the theme of jealousy and its relevance to contemporary issues, such as social media comparison and relationship dynamics.

Closure

1. Summarize Key Points:

- Recap the main ideas discussed in class about jealousy, its causes, and its effects on individuals and relationships.
- Encourage students to reflect on their stories and consider how jealousy can shape a character's journey.

Assessment

- Evaluate students based on their participation in discussions, the depth of their writing in the "Imagine" story, and their engagement during the literary analysis session. Consider using a rubric that assesses clarity, emotional expression, and creativity in their writing.

Differentiation Activities:

- **Support:** Provide a list of synonyms for "jealousy" and related emotions. Offer sentence starters for the "Imagine" story. Allow students to analyze excerpts from *The Great Gatsby* with a partner. Provide a character analysis worksheet to guide their writing.
- **Extension:** Challenge students to explore the social and cultural contexts of jealousy. Encourage them to analyze how jealousy is portrayed in different forms of media (literature, film, music). Have them write a comparative analysis of jealousy as a theme in *The Great Gatsby* and another literary work.



Rubric for "Emotion of the Week - Jealousy" Assignment

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, offering insightful contributions and encouraging peers.	Participates in discussions, sharing relevant ideas and listening to others.	Participates but is often quiet or hesitant to share, contributing minimally.	Rarely participates in discussions or activities, showing disengagement.
Understanding of Jealousy	Demonstrates a deep understanding of jealousy, its root causes, and consequences, using examples from real life and literature.	Shows a good understanding of jealousy with some examples, but lacks depth in analysis.	Identifies jealousy but lacks clarity in understanding its complexities and impacts.	Does not demonstrate an understanding of jealousy or its implications.
Emotional Depth in Writing	Writes a highly emotional and character-driven story that vividly explores the complexities of jealousy, using the Feelings Wheel effectively.	Writes a clear story that explores jealousy with some emotional depth and character development.	Writes a story that mentions jealousy but lacks emotional depth and character development.	Writes a story that lacks clarity and emotional expression, failing to convey jealousy effectively.
Creativity and Originality	Produces a highly imaginative and original story that offers unique insights into jealousy and its effects.	Creates a creative story with some original ideas, but may rely on clichés.	Shows some creativity, but the story lacks originality and is predictable.	Lacks creativity and originality, with a vague or unclear representation of jealousy.
Engagement in Literary Analysis	Actively listens and provides thoughtful feedback during discussions, fostering a supportive environment for analysis.	Listens and provides some feedback during discussions, contributing to the analysis.	Listens but provides minimal feedback or engagement during the analysis session.	Does not listen or engage during analysis discussions, offering no feedback.



Analyzing "The Imagine Project" Stories

Objective

Students will analyze four different stories from "The Imagine Project," identifying key character traits, themes, and literary devices. They will then reflect on the overall impact of the stories.

Materials

- Copies of "The Imagine Project" stories from the website or book
- Feelings Wheel
- Noticings Chart (see below)
- Pens or pencils

Procedure

Introduction

1. Introduction to "The Imagine Project":

- Briefly explain the mission of "The Imagine Project," which is to inspire creativity and empathy through storytelling.
- Discuss the importance of understanding diverse perspectives and how stories can reflect human experiences.

2. Noticings Chart Explanation:

- Introduce the Noticings Chart, explaining how it will help students analyze the stories.
- Distribute the Noticings Chart to each student. The chart should include the following columns:

Story Title	Author	Key Character Trait	Text Evidence	Theme	Text Evidence
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Reading and Analysis

1. Group Work:

- Divide students into groups of 2-3.



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- Assign each group four different stories from "The Imagine Project" from the website or book
- Instruct students to read their assigned stories carefully, taking notes on the Noticings Chart as they go.

2. Discussion within Groups:

- Encourage students to discuss their findings with their group members, focusing on the character traits they identify (using the Feelings Wheel), themes, and any literary devices they notice.

Class Discussion

1. Facilitate Class Sharing:

- Bring the class back together and ask each group to share their observations from the Noticings Chart.

2. Guiding Questions for Discussion:

- What common themes or motifs did you notice across the stories?
- How do the authors use literary devices (e.g., symbolism, imagery, figurative language) to enhance their stories?
- What emotions or thoughts did the stories evoke in you?
- How do the stories reflect the experiences of diverse individuals?

Writing Reflection

1. Reflective Writing:

- Ask students to write a short reflection on one of the stories they read. Instruct them to discuss:
 - The introduction and conclusion of the story.
 - What stood out to them most about the story.
 - Any personal connections they made or insights gained.

Differentiation Activities:

- **Support:** Provide a list of common themes and literary devices. Offer sentence starters for the written reflection. Allow students to discuss their analysis with a partner before writing. Provide a template for the Noticings Chart.
- **Extension:** Challenge students to analyze the author's purpose in writing the story and how it connects to the chosen theme. Encourage them to compare and contrast the different "Imagine Project" stories and identify common elements. Have them write a critical analysis of one of the stories, evaluating its effectiveness and impact.



Rubric for Analyzing "The Imagine Project" Stories

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, offering insightful contributions and encouraging peers.	Participates in discussions, sharing relevant ideas and listening to others.	Participates but is often quiet or hesitant to share, contributing minimally.	Rarely participates in discussions or activities, showing disengagement.
Analysis of Character Traits	Demonstrates a deep understanding of character traits, providing detailed insights with strong text evidence.	Shows a good understanding of character traits with some analysis and relevant text evidence.	Identifies some character traits but lacks depth in analysis and supporting evidence.	Does not demonstrate an understanding of character traits or provide evidence.
Theme Identification	Clearly identifies and analyzes themes across stories, providing strong text evidence and personal insights.	Identifies themes with some analysis, providing relevant text evidence.	Mentions themes but lacks depth in analysis and supporting evidence.	Does not identify themes or provide relevant evidence.
Use of Literary Devices	Insightfully analyzes the use of literary devices, explaining their impact on the story with specific examples.	Discusses the use of literary devices with some analysis and examples.	Mentions literary devices but lacks clarity in understanding their impact.	Fails to identify literary devices or their significance in the stories.
Reflective Writing	Writes a highly insightful reflection that deeply connects personal experiences to the story's themes and characters.	Writes a clear reflection that connects personal experiences to the story with some depth.	Writes a reflection that mentions personal connections but lacks depth and clarity.	Writes a vague reflection that lacks personal connections or insights.



Designing Your Future

Objective

Students will set goals and write an "Imagine" story about achieving them, reflecting on their aspirations and the emotions associated with their future.

Materials

- The Feelings Wheel (printed copies)
- Writing paper
- Pens or pencils

Procedure

Introduction

Discuss Future Goals:

- Begin the class by introducing the topic of future aspirations. Ask students to think about their goals for the next five years.
- Distribute the Feelings Wheel and guide students in identifying emotions related to their future goals. Ask questions like:
 - "What emotions do you feel when you think about your future?"
 - "What are some fears or hopes that come to mind?"
- Allow students to share their thoughts with a partner for a few minutes.

Writing Activity

Imagine Your Future:

- Introduce the writing prompt: "Imagine yourself five years from now. What have you achieved? How do you feel?"
- Encourage students to visualize their future selves and think about specific goals they want to accomplish in various areas of their lives (academic, personal, professional).
- Instruct students to write their "Imagine" stories, using vivid language and sensory details to bring their future to life. Remind them to incorporate emotions identified earlier using the Feelings Wheel.

Example:

Imagine yourself five years from now, standing on the bustling college campus. You feel a surge of pride and accomplishment, a sense of exhilaration that comes from pursuing your passion and making a real contribution to the world.



Imagine you're living in a small apartment with a few of your closest friends, enjoying the freedom and independence of college life. You feel a deep sense of belonging, connected to a community that supports and inspires you.

Imagine yourself five years from now, not just as a successful student, but as a well-rounded individual. You've cultivated a healthy lifestyle, prioritizing physical and mental well-being. You've developed strong relationships with your family and friends, cherishing the bonds that connect you. You've learned to embrace challenges, to learn from your mistakes, and to never give up on your dreams.

Sharing and Reflection

Share and Reflect:

- After writing, invite students to share their "Imagine" stories in small groups or with a partner. Encourage them to listen actively and provide supportive feedback.
- Facilitate a class discussion on the importance of setting goals and taking action:
 - "What are some common themes you noticed in your stories?"
 - "How can setting goals help us achieve our dreams?"
- Remind students to use the "I am... I can... I will" framework to articulate actionable steps they can take toward their goals.

Closure

- Summarize the key points discussed in class, emphasizing the significance of visualization, goal-setting, and emotional awareness in achieving future aspirations.
- Encourage students to reflect on their stories and consider one actionable step they can take to work toward their goals.

Assessment

- Evaluate students based on their participation in discussions, the depth of their writing in the "Imagine" story, and their engagement during sharing sessions. Consider using a rubric that assesses clarity, emotional expression, and creativity in their writing.

Differentiation Activities:

- **Support:** Provide a list of potential goals in different areas of life (academic, personal, professional). Offer sentence starters for the "Imagine" story. Allow students to share their stories in small groups before presenting to the class. Provide a template for outlining goals and actionable steps.
- **Extension:** Challenge students to create a vision board representing their future aspirations. Encourage them to research different career paths and educational opportunities related to their goals. Have them develop a detailed action plan with specific steps, timelines, and resources needed to achieve their goals.



Rubric for "Designing Your Future" Assignment

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, offering insightful contributions and encouraging peers.	Participates in discussions, sharing relevant ideas and listening to others.	Participates but is often quiet or hesitant to share, contributing minimally.	Rarely participates in discussions or activities, showing disengagement.
Clarity of Writing	Writing is exceptionally clear and well-organized, with a strong narrative flow and detailed descriptions.	Writing is clear and organized, with a logical flow and some descriptive details.	Writing is somewhat clear but lacks organization or detail, making it hard to follow.	Writing lacks clarity and organization, making it difficult to understand.
Emotional Expression	Deeply expresses emotions related to future aspirations and challenges, effectively using the Feelings Wheel.	Expresses emotions related to future aspirations and challenges with some depth and clarity.	Mentions emotions but lacks depth or clarity in expression.	Fails to express emotions related to future aspirations or challenges effectively.
Creativity	Highly imaginative and original story that vividly envisions the future self and challenges, with unique solutions.	Creative story that envisions the future self and challenges, with some original ideas.	Some creativity is present, but the story lacks originality or depth in envisioning the future.	Lacks creativity and originality, with a vague or unclear vision of the future.
Engagement in Sharing	Actively listens and provides thoughtful feedback during sharing, fostering a supportive environment.	Listens and provides some feedback during sharing, contributing to the discussion.	Listens but provides minimal feedback or engagement during sharing.	Does not listen or engage during sharing sessions, offering no feedback.
Actionable Steps	Clearly identifies and articulates multiple actionable steps to achieve their ideal future self, demonstrating insight.	Identifies one or two actionable steps to achieve their ideal future self, showing some understanding.	Mentions a vague action step but lacks clarity or specificity in their plan.	Fails to identify actionable steps or provides unclear or irrelevant ideas.



Exploring Point of View and Perspective

Objective

Students will analyze complex characters and themes through the lens of perspective and point of view.

Materials

- The Imagine Project journal
- The Feelings Wheel (printed copies)
- Whiteboard and markers
- A complex novel or play (e.g., "Hamlet" or "The Great Gatsby" or any other text that supports your curriculum)

Two good sites to discover diverse book options for your students are:

<https://iris.peabody.vanderbilt.edu/resources/books/> and

<https://libguides.luc.edu/c.php?g=49784&p=320661#s-lg-box-wrapper-3979711>. (copy and paste into your browser)

Procedure

Introduction

1. Warm-Up Discussion:

- Begin the class with a brief discussion on perspective and point of view. Ask students: "Why is perspective important in understanding a character's motivations and actions?" Is there a difference between perspective and point of view?"
- Write key points on the whiteboard as students share their thoughts.

In-Depth Character Analysis

1. Choose a Character:

- Instruct students to select a complex character from any assigned reading (e.g., Jay Gatsby from "The Great Gatsby" or Hamlet from "Hamlet").



2. Character Analysis:

- Provide students with guiding questions to analyze their chosen character:
 - What are the character's primary motivations?
 - What conflicts do they face (internal and external)?
 - How do their relationships with other characters influence their actions?
- Ask students to use the Feelings Wheel to identify and explore the emotional depth of their character. They should note how these emotions affect the character's decisions and relationships.

Writing an Imagine Story

1. Guide Writing:

- Instruct students to write an "Imagine" story from the perspective of their chosen character.
- Encourage them to consider:
 - The character's inner turmoil, desires, and fears.
 - How the character perceives their world and the events around them.
 - The potential for a hopeful turn in the story, allowing for a different outcome than what is presented in the original text.
- Here is an example of an "Imagine" story written from the perspective of Jay Gatsby from "The Great Gatsby"

Imagine yourself standing on your mansion's terrace, the wind whipping through your hair, the moon casting long shadows across the glistening bay.

Imagine the ache in your chest. Daisy, your elusive dream, your golden girl, is here, but she feels distant, unreachable.

Imagine the jealousy that consumes you as you watch her flirt with Tom.

Imagine the years you spent amassing wealth and influence, all for a single purpose: to recapture the past, to win back the love you lost.

Imagine the frustration that boils within you, the feeling of being perpetually trapped in a cage of your own making. You've achieved everything you ever desired, yet it all feels meaningless without her.

Imagine a different path, a path less paved with illusions and more grounded in reality.

Imagine letting go of the phantom of Daisy, the idealized version of her that exists only in your memory.



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Imagine using your wealth and influence for good, making a positive impact on the world around you.

Imagine a life filled with purpose, a life where happiness is not a fleeting illusion, but a steady, enduring flame.

- Here is an example of an "Imagine" story written from the perspective of Hamlet:

Imagine the weight of the crown pressing down upon your brow, not a symbol of glory, but a crushing burden.

Imagine the suffocating air of Elsinore, each breath a reminder of the treachery that has poisoned your soul. Your father, a king, murdered in his sleep by your own uncle, a viper coiled within the heart of your family.

Imagine the rage that boils within you, a constant, simmering fury that threatens to consume you. You see your father's ghost, a spectral reminder of the injustice, his eyes burning with a ghostly fire, demanding vengeance.

Imagine Ophelia, a delicate flower blooming amidst the court's intrigues.

Imagine the love you feel for her, a fragile blossom threatened by the storm brewing within you. How can you protect her from the madness that threatens to engulf you all?

Imagine a different ending, a path that avoids the tragic descent into madness.

Imagine choosing forgiveness over revenge, seeking reconciliation rather than retribution.

Imagine using your intellect and influence to heal the wounds of your family, to restore honor and dignity to the throne.

2. Writing Time:

- Allow students time to draft their stories, emphasizing the importance of emotional expression and character voice.

Critical Analysis and Discussion

1. Class Discussion:

- Facilitate a discussion on the impact of the character's perspective on the themes and meaning of the literary work. Use questions such as:

- How does the character's perspective influence our understanding of the story?
- What themes are highlighted through their point of view?

2. Literary Analysis:



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- Discuss how the author uses point of view to create ambiguity, irony, and other literary effects. Ask students to share examples from the text that illustrate these techniques.
- Explore the role of perspective in shaping our understanding of historical events and social issues, encouraging students to connect the character's experiences to broader societal themes.

Closure

- Summarize the key points discussed in class about perspective and character analysis.
- Encourage students to reflect on how understanding a character's point of view can deepen their appreciation of literature and its themes.
- Assign a homework task: Ask students to revise their "Imagine" stories based on feedback received during the discussion and to be prepared to share them in the next class.

Assessment

- Evaluate students based on their participation in discussions, the depth of their character analysis, and the creativity and emotional expression in their "Imagine" stories. Consider using a rubric that assesses clarity, emotional depth, and engagement with the text.

Differentiation Activities:

- **Support:** Provide a character analysis worksheet with specific questions to guide students' thinking. Offer sentence starters for the "Imagine" story. Allow students to work with a partner to analyze the chosen character. Provide excerpts from critical essays about the novel or play to aid in analysis.
- **Extension:** Challenge students to write from the perspective of a minor or antagonist character, exploring their motivations and how their perspective contrasts with the protagonist's. Encourage them to analyze how the author's use of point of view shapes the reader's understanding of the story and its themes. Have them write a comparative analysis of two characters with contrasting perspectives.



Rubric for Exploring Point of View and Perspective

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, offering insightful contributions and encouraging peers.	Participates in discussions, sharing relevant ideas and listening to others.	Participates but is often quiet or hesitant to share, contributing minimally.	Rarely participates in discussions or activities, showing disengagement.
Character Analysis	Demonstrates a deep understanding of the character's motivations, conflicts, and relationships, providing detailed insights.	Shows a good understanding of the character's motivations and conflicts, with some analysis.	Identifies some character traits but lacks depth in analysis and understanding.	Does not demonstrate an understanding of the character or their complexities.
Emotional Expression	Deeply expresses the character's emotions, effectively using the Feelings Wheel to enhance the narrative.	Expresses emotions related to the character with some depth and clarity.	Mentions emotions but lacks depth or clarity in expression.	Fails to express emotions related to the character effectively.
Creativity in Writing	Produces a highly imaginative and original "Imagine" story that vividly captures the character's perspective and emotional depth.	Creates a creative story with some original ideas, but may rely on clichés.	Shows some creativity, but the story lacks originality and depth in perspective.	Lacks creativity and originality, with a vague or unclear representation of the character's perspective.
Engagement in Analysis	Actively listens and provides thoughtful feedback during discussions, fostering a supportive environment for analysis.	Listens and provides some feedback during discussions, contributing to the analysis.	Listens but provides minimal feedback or engagement during the analysis session.	Does not listen or engage during analysis discussions, offering no feedback.



Exploring Character Emotions

Objective

Students will use The Imagine Project to empathize with a character's emotional journey and write a creative piece exploring their inner thoughts and feelings.

Materials

- A complex novel or play (e.g., "To Kill a Mockingbird" or "Of Mice and Men" or any other text that supports your curriculum)

Two good sites to discover diverse book options for your students are:

<https://iris.peabody.vanderbilt.edu/resources/books/> and

<https://libguides.luc.edu/c.php?g=49784&p=320661#s-lg-box-wrapper-3979711>. (copy and paste into your browser)

- The Imagine Project resources (Feelings Wheel, writing prompts)

- Writing journals

- Whiteboard and markers

Procedure

Introduction

1. Warm-Up Discussion:

- Begin with a brief discussion on the importance of understanding character emotions. Ask students: "Why is it essential to empathize with characters in literature?"

- Write key points on the whiteboard as students share their thoughts.

Character Study

1. Character Analysis:

- Select a character from "To Kill a Mockingbird" (e.g., Scout Finch, Atticus Finch, or Boo Radley). You can use this lesson with any text you choose that has a complex character.

- Provide guiding questions for analysis:



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- What are the character's primary motivations?
- What conflicts do they face (internal and external)?
- How do their relationships with other characters influence their actions?
- In pairs, have students discuss their assigned character and jot down notes on their motivations, conflicts, and relationships.

Empathy Exercises

1. Using the Feelings Wheel:

- Introduce the Feelings Wheel and explain how it can help identify and express emotions.
- Ask students to choose a specific scene from the novel where their character experiences a significant emotional moment.
- Have students identify the emotions felt by the character during that scene and discuss how those emotions might change throughout the story. Encourage them to think about the character's emotional journey and how it impacts their actions.

Creative Writing

1. Writing Prompt:

- Assign students to write an "Imagine" story from the perspective of their chosen character. Prompt them with:
 - "Imagine you are [character's name]. Describe your thoughts and feelings during a pivotal moment in the story. How do your emotions shape your actions and relationships with others?"

Example from "To Kill a Mockingbird":

Imagine you and Jem building a snowman in the front yard, the winter air biting at your cheeks, unaware of the storm brewing beneath the surface of your seemingly tranquil town.

Imagine the trial of Tom Robinson, a whirlwind of accusations, prejudice, and fear.

Imagine sitting in the courtroom, witnessing the slow, agonizing unraveling of justice, the blatant disregard for human dignity.

Imagine the anger that swells within you, the frustration at the hypocrisy and cruelty of the adults around you.

Imagine the confusion and fear that grip you as you try to reconcile the world of childhood innocence with the harsh realities of racial injustice.

Imagine a future where Maycomb transcends its prejudices, where justice prevails, and where everyone, regardless of race or social status, is treated with dignity and respect.



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Imagine a world where the lessons learned in your childhood continue to guide you, shaping you into a compassionate and just individual.

- Allow students time to write their stories in their journals. Remind them to use vivid language and incorporate emotions identified earlier using the Feelings Wheel.

Peer Review

1. Sharing and Feedback:

- In pairs or small groups, have students share their "Imagine" stories with one another.
- Encourage them to provide constructive feedback on the emotional depth and authenticity of each other's character voice. Prompt them to consider:
 - How effectively did the writer convey the character's emotions?
 - Were the character's motivations and conflicts clear?

Closure

1. Wrap-Up Discussion:

- Facilitate a brief class discussion on the insights gained from exploring character emotions.

Ask:

- How did stepping into the character's shoes change your understanding of them?
- What new perspectives did you gain on the character's journey?
- Encourage students to reflect on the importance of empathy in literature and its relevance to real-life situations.

Assessment

- Evaluate students based on their participation in discussions, the depth of their character analysis, and the creativity and emotional expression in their "Imagine" stories. Consider using a rubric that assesses clarity, emotional depth, and engagement with the character's perspective.

Differentiation Activities:

- **Support:** Provide a list of complex emotions with definitions and examples. Offer sentence starters for the "Imagine" story. Allow students to work with a partner to analyze the chosen character's emotional journey. Provide excerpts from critical essays about the novel or play to aid in analysis.
- **Extension:** Challenge students to analyze how the character's emotions change over time and how those changes influence their relationships and decisions. Encourage them to research psychological theories of emotion and apply them to their character analysis. Have them write a critical analysis of how the author uses literary devices to convey the character's emotional state.



Rubric for Exploring Character Emotions

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, offering insightful contributions and encouraging peers.	Participates in discussions, sharing relevant ideas and listening to others.	Participates but is often quiet or hesitant to share, contributing minimally.	Rarely participates in discussions or activities, showing disengagement.
Character Analysis	Demonstrates a deep understanding of the character's motivations, conflicts, and relationships, providing detailed insights.	Shows a good understanding of the character's motivations and conflicts, with some analysis.	Identifies some character traits but lacks depth in analysis and understanding.	Does not demonstrate an understanding of the character or their complexities.
Emotional Expression	Deeply expresses the character's emotions, effectively using the Feelings Wheel to enhance the narrative.	Expresses emotions related to the character with some depth and clarity.	Mentions emotions but lacks depth or clarity in expression.	Fails to express emotions related to the character effectively.
Creativity in Writing	Produces a highly imaginative and original "Imagine" story that vividly captures the character's perspective and emotional depth.	Creates a creative story with some original ideas, but may rely on clichés.	Shows some creativity, but the story lacks originality and depth in perspective.	Lacks creativity and originality, with a vague or unclear representation of the character's perspective.
Engagement in Peer Review	Actively listens and provides thoughtful feedback during peer review, fostering a supportive environment.	Listens and provides some feedback during peer review, contributing to the discussion.	Listens but provides minimal feedback or engagement during peer review.	Does not listen or engage during peer review, offering no feedback.



Problems and Solutions

Objective

Students will conduct advanced research, develop a sophisticated solution to a complex global problem, and write a compelling "Imagine" story that incorporates elements of storytelling and persuasion.

Materials

- The Imagine Project Journal
- Computers with internet access
- Research materials (academic papers, government reports, news articles)

Procedure

Introduction

1. Warm-Up Discussion:

- Begin with a brief discussion on global issues. Ask students to brainstorm and share complex global problems they are aware of (e.g., poverty, climate change, water scarcity, etc.).
- Write these problems on the whiteboard and encourage students to think critically about their implications.

2. Identify a Problem:

- Instruct students to choose one complex global problem from the list on the whiteboard. Encourage them to consider the significance of the problem and its impact on society.

Research Phase

1. Conduct In-Depth Research:

- Guide students to use computers to conduct advanced research on their chosen problem. They should focus on understanding the historical, social, and economic factors contributing to the issue.
- Provide students with a list of reliable sources (academic papers, government reports, news articles) to assist in their research.



2. Note-Taking:

- Encourage students to take detailed notes on key findings, including statistics, case studies, and personal narratives related to the problem.

Empathy and Solution Development

1. Empathize:

- Ask students to write a personal narrative or conduct interviews with individuals affected by the problem. This can be done through online interviews, articles, or documentaries.
- Encourage them to focus on the human aspect of the problem, capturing the experiences and emotions of those impacted.

2. Develop a Comprehensive Solution:

- Instruct students to brainstorm a multi-faceted solution that addresses the root causes of the problem. They should consider potential challenges and ethical implications of their proposed solution.
- Encourage them to think creatively and critically about how their solution can be implemented on a local, national, or global scale.

Writing Activity

1. Write a Compelling Imagine Story:

- Guide students through the steps of the Imagine Project as they begin drafting their "Imagine" stories. Emphasize the importance of using persuasive language and vivid imagery.
- Provide an example to inspire them:

Imagine a world choked by a haze of pollution, a world where the vibrant green of forests has been replaced by a monotonous grey.

Imagine the air, once crisp and invigorating, now thick with the stench of industry, stinging your eyes and leaving a metallic taste in your mouth.

Imagine the rivers, once teeming with life, now reduced to stagnant, lifeless streams, their waters poisoned by toxic waste.

Imagine the once-majestic glaciers melting at an alarming rate, their icy tears cascading into the sea, raising the tide to swallow coastal cities whole.

Imagine the fury of increasingly violent storms, hurricanes that unleash a torrent of rain, and wildfires that rage out of control, leaving behind a trail of devastation.

Imagine if you, and every other human on this planet, embraced a radical shift in our relationship with the environment.



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Imagine if you prioritized renewable energy sources, harnessing the power of the sun and the wind to fuel our homes and industries.

Imagine if you embraced sustainable practices, minimizing your carbon footprint by choosing public transport over private vehicles, opting for plant-based diets, and embracing a circular economy where waste is minimized and resources are maximized.

Imagine if you supported policies that incentivize environmental stewardship, holding corporations accountable for their environmental impact and investing in green infrastructure.

Imagine a world where clean air and water are a birthright for all, where the forests once again teem with life, and where the Earth thrives, a vibrant testament to our collective wisdom and our unwavering commitment to a sustainable future.

Closure

1. Sharing and Reflection:

- Invite a few students to share their "Imagine" story ideas with the class.
- Facilitate a brief discussion on the importance of addressing global problems and the role of storytelling in raising awareness and inspiring action.

2. Homework Assignment:

- Assign students to complete their "Imagine" stories for the next class. Encourage them to refine their solutions and incorporate feedback received during sharing.

Assessment

- Evaluate students based on their participation in discussions, the depth of their research, the creativity and persuasiveness of their "Imagine" stories, and their engagement during the writing activity. Consider using a rubric that assesses clarity, emotional expression, and creativity in their writing.

Differentiation Activities:

- **Support:** Provide a list of credible sources for research on global problems. Offer sentence starters for the "Imagine" story. Allow students to present their solutions in small groups before sharing with the class. Provide a template for outlining the problem, solution, and potential challenges.
- **Extension:** Challenge students to research the history of their chosen global problem and how it has evolved over time. Encourage them to consider the ethical implications of their proposed solution and address potential criticisms. Have them create a persuasive campaign (poster, video, presentation) to advocate for their solution.



Rubric for Imagine Story: Problems and Solutions

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, offering insightful contributions and encouraging peers.	Participates in discussions, sharing relevant ideas and listening to others.	Participates but is often quiet or hesitant to share, contributing minimally.	Rarely participates in discussions or activities, showing disengagement.
Research Depth	Conducts thorough research, clearly identifying root causes and effects of the problem with detailed notes.	Conducts good research, identifying some root causes and effects with adequate notes.	Conducts minimal research, with limited identification of causes and effects.	Does not conduct research or identify causes and effects.
Empathy and Understanding	Clearly expresses how the problem affects real people, showing deep empathy and understanding through narratives or interviews.	Expresses how the problem affects people with some understanding and empathy.	Mentions how the problem affects people but lacks depth in understanding.	Does not express understanding of how the problem affects people.
Creativity of Solution	Develops a comprehensive and innovative solution, outlining clear steps and resources needed with thoughtful consideration of challenges.	Develops a clear solution with some steps and resources outlined, but may lack depth.	Mentions a solution but lacks clarity in steps and resources.	Does not propose a solution or lacks clarity in the plan.
Persuasive Writing	Writes a highly persuasive story using vivid language and strong imagery to advocate for the solution, effectively engaging the reader.	Writes a persuasive story with some vivid language and imagery, but may lack engagement.	Writes a story that is somewhat persuasive but lacks detail and clarity.	Writes a story that lacks persuasiveness and clarity, failing to engage the reader.
Emotional Expression	Deeply expresses emotions related to the problem and solution, effectively using the Feelings Wheel to enhance the narrative.	Expresses emotions related to the problem and solution with some depth and clarity.	Mentions emotions but lacks depth or clarity in expression.	Fails to express emotions related to the problem or solution effectively.



Imagining Debate

Objective

Students will explore a complex social or political issue (e.g., immigration, healthcare) and use expressive writing to understand multiple perspectives and potential solutions.

Materials

- Paper and pencils
- The Imagine Project journal
- Access to news articles, academic papers, and other reliable sources (printed or digital)

Procedure

Introduction to the Topic

1. Present the Complex Issue:

- Choose a relevant social or political issue (e.g., immigration or healthcare).
- Provide a brief overview of the issue, including its historical context, current state, and potential future implications.
- Ask guiding questions to engage students:
 - "What are the main arguments for and against this issue?"
 - "How has this issue evolved over time?"

2. Class Discussion:

- Facilitate a discussion where students can share their initial thoughts and opinions on the issue.
- Write key points on the whiteboard to visualize different perspectives.

Research

1. Group Research:

- Divide students into small groups (3-4 students each).
- Assign each group a specific perspective related to the issue (e.g., politicians, healthcare providers, activists, affected individuals).



- Provide access to reliable sources (news articles, academic papers) for students to research their assigned perspective.
- Instruct groups to focus on:
 - Key arguments and concerns from their assigned perspective.
 - Historical and current examples that illustrate their viewpoint.

2. Note-Taking:

- Encourage students to take notes in their Imagine Project journals, summarizing their findings and identifying key points.

Expressive Writing

1. Writing Prompt:

- Ask students to write a short piece from the perspective of their assigned stakeholder. Use the following prompt:
 - "Imagine you are [stakeholder]. Describe your thoughts and feelings about the issue, including your main concerns and hopes for the future."
 - Remind students to incorporate emotional language and personal insights to bring their perspective to life.

Here is an example of the perspective of a small business owner on the issue of immigration:

Imagine you are the owner of a small, family-run restaurant in a bustling city. You rely on a dedicated team of hardworking employees, many of whom are immigrants.

Imagine the anxiety that washes over you as you read the latest news about stricter immigration policies. You worry about losing key members of your staff, individuals who are not only skilled workers but also valued members of your community.

Imagine the fear that grips your employees as they face the uncertainty of their future. You know that many of them have fled violence, poverty, and instability in their home countries, seeking a better life for themselves and their families.

Imagine the potential economic impact of losing these skilled workers. Your restaurant, like many others, relies on a diverse workforce. You understand that immigrants play a vital role in the local economy, filling critical labor shortages in various sectors.

Imagine the social and cultural richness that immigrants bring to your community. They contribute to the vibrant tapestry of your city, sharing their unique perspectives, traditions, and cuisines. You cherish the diverse flavors and cultural experiences that enrich your community.

Imagine a future where immigration policies are humane, compassionate, and reflect the values of your community. You envision a system that recognizes the contributions of immigrants,



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provides pathways to citizenship, and fosters a welcoming and inclusive society. You hope for a future where everyone, regardless of their origin, has the opportunity to pursue their dreams.

Here is an example from the perspective of a border patrol agent:

Imagine yourself standing on the desolate border, the scorching sun beating down on your head, the wind whipping across the arid landscape.

Imagine the constant vigilance, the ever-present threat of human trafficking, drug smuggling, and the potential for violence. You are on the front lines, tasked with protecting the integrity of the nation's borders.

Imagine the weight of responsibility that rests on your shoulders. You must uphold the law, enforce immigration regulations, and ensure the safety and security of the country. You encounter individuals with diverse backgrounds, each with their own unique story, their own hopes, and their own fears.

Imagine the ethical dilemmas you face daily. You see firsthand the desperation of those fleeing violence and poverty, seeking a better life for themselves and their families. You witness the human cost of illegal immigration, the exploitation of vulnerable individuals, and the devastating impact of drug trafficking on communities.

Imagine the frustration of limited resources and the ever-growing challenges faced by border security agencies. You understand the need for comprehensive immigration reform, a solution that addresses the root causes of illegal immigration while also providing pathways for legal and orderly migration.

Imagine a future where border security is enhanced, not through increased militarization, but through a combination of humane policies, technological advancements, and international cooperation. You envision a future where the focus shifts towards addressing the underlying issues that drive people to migrate, such as poverty, violence, and climate change.

Imagine a future where you can fulfill your duty to protect the nation's borders while also upholding the principles of human dignity and compassion. You hope for a future where immigration policy reflects a balanced approach, one that prioritizes security while also recognizing the contributions of immigrants to our society.

Here is an example from the perspective of an undocumented immigrant:

Imagine yourself living in the shadows, constantly looking over your shoulder, afraid to leave your home, to go to the grocery store, to even enjoy a simple walk in the park.

Imagine the fear that grips you every time you hear a siren, every time you see a police car, every time you encounter a stranger.



The Imagine Project, Inc.

Giving kids a voice for positive change

Imagine the constant worry about your family, your children, their future. You left your home country, fleeing violence, poverty, and instability, seeking a better life, a chance at a future. But instead of finding safety and opportunity, you live in a state of perpetual fear.

Imagine the longing for your homeland, for the familiar faces, the comforting sounds, the smells of your childhood. You miss your family dearly, the warmth of their embrace, the laughter shared around the dinner table. You yearn to return, but you know that doing so would put your family at risk.

Imagine the frustration and anger that simmer within you. You work tirelessly, often in demanding jobs for low wages, contributing to the economy, paying taxes, yet you have no rights, no voice, no path to citizenship. You feel invisible.

Imagine a future where you can live without fear, where you can walk down the street without feeling like a criminal. You dream of a day when you can obtain legal status, contribute fully to society, and provide a stable future for your children. You long for a society that recognizes your humanity, your contributions, and your right to a better life.

Imagine a future where immigration policies are just and compassionate, where the focus shifts from punishment and deportation to creating pathways for legal and orderly migration. You hope for a future where your voice is heard, your concerns are addressed, and your dreams for a better life can finally be realized.

2. Sharing:

- Allow a few volunteers to share their writing with the class, highlighting the diversity of perspectives.

Debate or Discussion

1. Class Debate:

- Organize a structured debate where each group presents their perspective on the issue.
- Encourage respectful dialogue, allowing time for rebuttals and questions from other groups.
- Remind students to listen actively and consider the validity of different viewpoints.

2. Facilitate Discussion:

- After the debate, facilitate a class discussion on the importance of understanding multiple perspectives.
- Ask questions such as:
 - "What did you learn from the different viewpoints?"
 - "How can understanding these perspectives help us find solutions?"



Find Common Ground and Propose Solutions

1. Class Brainstorming:

- As a class, discuss the potential for common ground among the different perspectives presented.
- Encourage students to brainstorm potential solutions to the issue that could be acceptable to multiple stakeholders.
- Discuss the ethical implications of different solutions and the importance of compromise.

2. Wrap-Up:

- Summarize the key points discussed during the lesson.
- Encourage students to reflect on how understanding diverse perspectives can lead to more informed and empathetic discussions about complex issues.

Assessment

- Evaluate students based on their participation in discussions, the depth of their research, the creativity of their expressive writing, and their engagement during the debate. Consider using a rubric that assesses clarity, emotional expression, and the ability to articulate different perspectives.

Differentiation Activities:

-Support: Provide a list of credible sources for research. Offer sentence starters for constructing arguments and rebuttals. Allow students to work in small groups to develop their debate points. Provide a structured debate format with clear guidelines and time limits.

-Extension: Challenge students to anticipate counterarguments and develop responses. Encourage them to explore the historical and social context of the debate and how it has evolved over time. Have them write a persuasive essay arguing for their assigned perspective, incorporating research and addressing counter arguments.



Rubric for Imagine Debate

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, offering insightful contributions and encouraging peers.	Participates in discussions, sharing relevant ideas and listening to others.	Participates but is often quiet or hesitant to share, contributing minimally.	Rarely participates in discussions or activities, showing disengagement.
Research Depth	Conducts thorough research, clearly identifying key arguments and supporting evidence with detailed notes.	Conducts good research, identifying some key arguments and evidence.	Conducts minimal research, with limited identification of arguments.	Does not conduct research or identify arguments.
Expressive Writing	Writes a highly creative and persuasive piece from the assigned perspective with strong arguments and emotions.	Writes a creative piece with clear arguments and some emotional depth.	Writes a piece that is somewhat creative but lacks clarity and depth.	Writes a piece that lacks creativity and is unclear.
Engagement in Debate	Actively engages in the debate, presenting arguments confidently and respectfully.	Participates in the debate, presenting arguments with some confidence.	Participates but is often quiet or hesitant to share during the debate.	Rarely participates in the debate or does not engage respectfully.
Finding Common Ground	Clearly identifies common themes and demonstrates deep understanding of differing perspectives.	Identifies some common themes and shows understanding of different perspectives.	Mentions common themes but lacks depth in understanding.	Does not identify common themes or show understanding of perspectives.