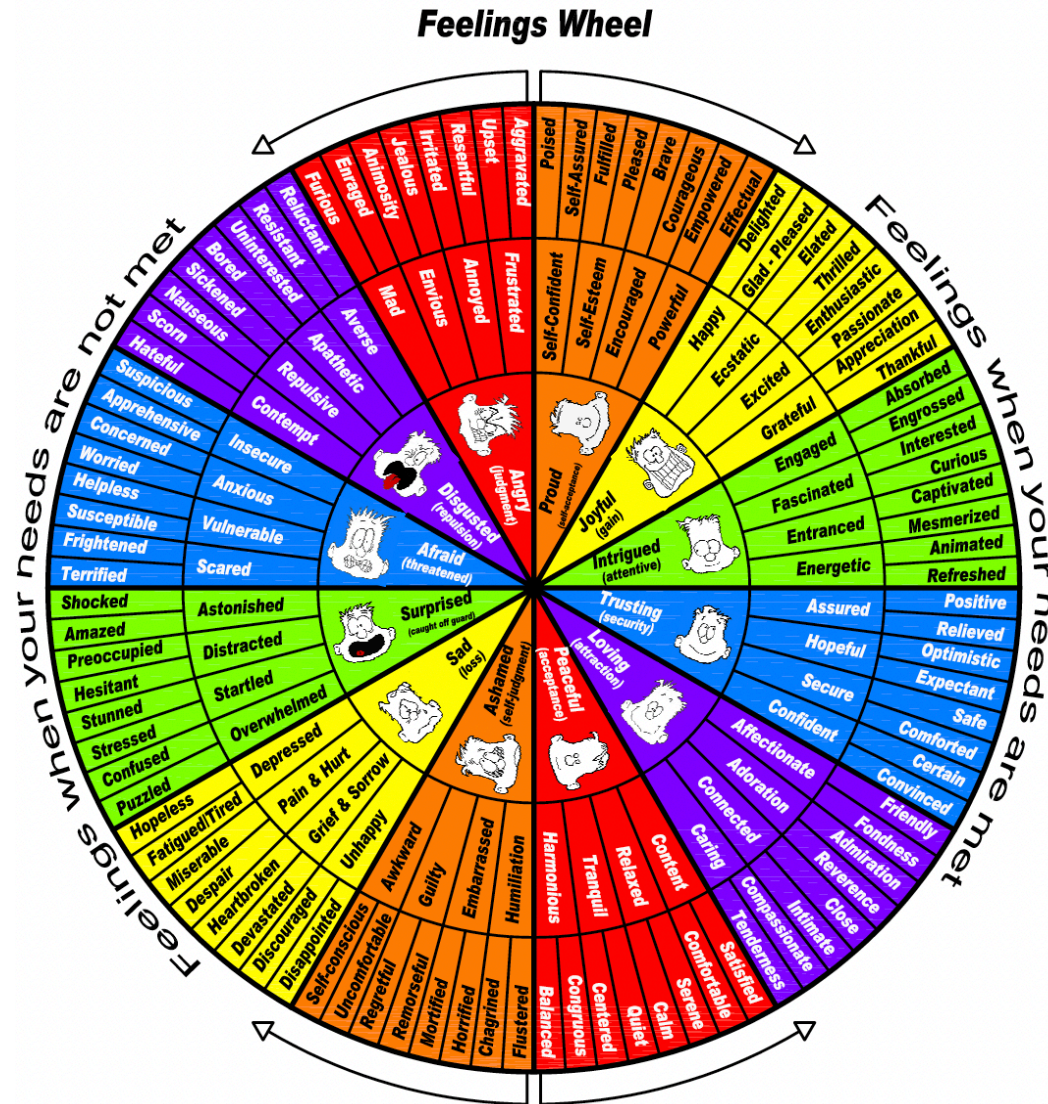


Intermediate (3-5) Lesson Collection

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.



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. artistsant@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 |

Imagining A School Full of Kindness

Objective:

Students will explore empathy and write an Imagine story about a kinder school.

Students will use the ideas from the student stories to set norms for your classroom.

Materials:

- The Feelings Wheel (printed for each student)
- The book Each Kindness by Jacqueline Woodson. You can use any picture book you like that explores characters' feelings when they are excluded or bullied.
- A good site for diverse picture books is: <https://iris.peabody.vanderbilt.edu/resources/books/> and <https://libguides.luc.edu/c.php?g=49784&p=320661#s-lg-box-wrapper-3979711>. A good site for finding books that support social emotional learning is: <https://www.readingrockets.org/topics/childrens-books/articles/standing-bullying-childrens-books-build-social-and-emotional-skills> (copy and paste into your browser)
- Writing paper
- Pens or pencils

Procedure:

1. Discuss Empathy

- Introduction to Empathy: Begin by asking students what they think empathy means. Write their responses on the whiteboard.
- Using The Feelings Wheel: Distribute The Feelings Wheel to each student. Explain how it helps us identify and understand different emotions.
- Discussion: Focus on emotions related to bullying or exclusion. Ask questions like:
 - "How might someone feel if they are bullied?"



- "What emotions can we find on The Feelings Wheel that relate to feeling left out?"

- Examples: Encourage students to share personal experiences or stories they know about kindness and empathy.

2. Read Aloud

- Read "Each Kindness" or a book of your choice. Focus on moments where the character feels excluded or finds kindness.

- Discussion After Reading: Ask students how they think Maya felt during these moments. Use The Feelings Wheel to help identify her emotions.

3. Imagine a Kind World

- Guided Imagining: Prompt students with the following statement: "Imagine a school where everyone is kind and helpful. How would you feel in this school?"

- Brainstorming: Have students close their eyes for a moment and visualize this kind school. Ask them to think about:

- What acts of kindness they would see.

- How people would treat each other.

- How they would feel living in such a school.

4. Write the Imagine Story

- Writing Instructions: Instruct students to write their Imagine story based on the kind school they visualized. Encourage them to include:

- Specific examples of kindness and compassion.

- How they feel in this kinder school.



- Writing Example:

Imagine walking through a school where everyone smiles at you.

Imagine a friend helping you with your homework, explaining the tricky parts with patience.

Imagine a teacher who believes in you and encourages you to be your best.

Imagine a school filled with laughter, where you feel safe and accepted.

- Circulate: Walk around the classroom to provide support and encouragement as students write.

5. Share and Reflect

- Sharing Stories: Have students pair up or form small groups to share their Imagine stories with each other.

- Class Discussion: After sharing, lead a class discussion on the importance of kindness and empathy. Ask questions like:

- "What did you learn from your partner's story?"

- "Why is it important to be kind to others?"

- Goal Setting: Encourage students to use the "I am... I can... I will" framework to set actionable goals based on their Imagine stories. For example:

- "I am a kind person. I can help my classmates. I will smile at someone new tomorrow."

- Use these to set or reset your classroom norms.

Assessment:

- Observe students during the sharing session to assess their ability to listen empathetically and provide constructive feedback.

- Collect the written Imagine stories to evaluate their understanding of kindness.



Closure:

- Conclude the lesson by reinforcing the idea that kindness can create a positive impact in our school and that everyone has the power to make a difference. Encourage students to practice kindness in their daily lives.

Differentiation Activities:

- **Support:** Provide a graphic organizer or mind map to help students brainstorm acts of kindness and their impact. Offer sentence starters or a story frame to guide their writing. Allow students to draw their stories as a comic.
 - **Extension:** Challenge students to consider systemic kindness – how kindness could be integrated school wide. Encourage them to write about the challenges of creating and maintaining a kind school. Have them research real-world examples of kindness initiatives.
-

Imagining the Emotion of the Week - Sadness

Objective:

- Students will be able to identify and express the emotion of sadness (or whichever emotion is your focus).
- Students will be able to write a story using figurative language to convey emotional depth.

Materials:

- The Feelings Wheel (printed for each student)
- The Imagine Project writing prompts
- Paper and pencil
- Mentor Text: Select a picture book with a rich character who exhibits the feeling you are focusing on. A good site for diverse picture books is: <https://iris.peabody.vanderbilt.edu/resources/books/> and <https://libguides.luc.edu/c.php?g=49784&p=320661#s-lg-box-wrapper-3979711>. A good site for finding books that support social emotional learning is: <https://www.readingrockets.org/topics/childrens-books/articles/standing-bullying-childrens-books-build-social-and-emotional-skills> (copy and paste into your browser)

Procedure:

1. Feelings Wheel Discussion

- **Introduction:** Begin by displaying The Feelings Wheel. Explain that it helps us understand different emotions, focusing on sadness (or the feeling of your choice).

- **Discussion:** Ask students to share situations that might lead to sadness. Write their responses on the whiteboard. Examples might include:

- Losing a pet
- Not being invited to a party
- Failing a test

2. Shared Reading

- **Read Aloud:** Share a picture book that illustrates sadness. For example, [The Invisible Boy](#) by Trudy Ludwig

- **Discussion:** After reading, ask students questions such as:

- How do you think Brian feels during the beginning of the story?
- What specific words or phrases helped you understand his feelings?
- How do Brian's feeling change through the story? Why?

3. Writing Activity: "A Rainy Day in My Heart"

- **Writing Prompt:** Explain that students will write an imagine story about a character who is feeling sad. It could be a personal story or a story from the book character's perspective.

- **Guidelines:**

- Encourage students to start with "Imagine..." to help them visualize the character's experiences.

- Prompt them to use figurative language, such as metaphors and similes, to describe the character's feelings. For example:

Imagine waking up on a rainy day.

Imagine feeling a sadness that you can't quite shake. It's like a dark cloud has followed you indoors.

Imagine trying to focus on your schoolwork, but your thoughts keep drifting away. You wish for a friend..

- Remind them to explore the character's thoughts and actions in their story.



- **Circulate:** Walk around the classroom to provide support and encouragement as students write.

4. Peer Review and Revision

- **Pair Up:** Have students exchange their stories with a partner.

- **Feedback:** Instruct them to read their partner's story and provide constructive feedback. Encourage them to focus on:

- Clarity of emotions
- Use of figurative language
- Overall impact of the story

- **Revision:** Allow students time to revise their stories based on the feedback they received.

Closure

- **Class Discussion:** Gather students together and ask for volunteers to share their stories or a favorite line from their writing.

- **Reflection:** Discuss the importance of understanding and expressing emotions like sadness. Ask questions such as:

- How did writing about sadness make you feel?
- Why is it important to express our emotions?

Assessment:

- Observe students during the writing and peer review process to assess their ability to identify emotions and use figurative language.

- Collect the written stories to evaluate their understanding of the emotion of sadness and their use of descriptive language based on the rubric provided.

Differentiation Activities:

- **Support:** Provide a list of synonyms for "sad" and a chart with examples of figurative language. Offer sentence starters or a story frame. Allow students to express their ideas through drawing or other art forms before writing.
- **Extension:** Encourage students to explore the causes and effects of sadness in more depth. Challenge them to write about how a character might cope with sadness in healthy ways. Have them explore how sadness is depicted in different art forms (music, visual arts).



Emotion of the Week - Writing Rubric

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
Character Development	The character's thoughts and feelings are deeply explored and relatable.	The character's thoughts and feelings are clear but could be more developed.	The character's thoughts and feelings are present but lack clarity.	The character's thoughts and feelings are missing or confusing.
Understanding of Sadness (or whatever the emotion of the week is)	Clearly identifies and expresses sadness with depth and insight.	Identifies and expresses sadness well, but lacks some depth.	Shows some understanding of sadness, but is unclear or vague.	Does not identify or express sadness.
Use of Figurative Language	Uses rich and varied figurative language (metaphors, similes) that enhances the story.	Uses figurative language, but it may not always enhance the story.	Limited use of figurative language; some attempts are unclear.	Little to no use of figurative language.

Writing Your Imagine Story

Objectives:

- Students will identify a personal challenge or difficulty.
- Students will express their emotions and feelings related to this challenge.
- Students will explore coping strategies and positive thinking.
- Students will develop a hopeful outlook for the future.
- Students will write creatively, using vivid language and imagery.

Materials:

- Pens or pencils
- Paper
- Sample Imagine Stories (from web site)
- Feelings Wheel (printed for each student)

Procedures:

Part I: The Challenging Experience

Introduction

1. **Discuss Celebrations:** Identify three things that you are proud of or happy about.
2. **Discuss Challenges:** Begin by asking students what they think a challenge is. Write their responses on the whiteboard. Explain that everyone faces challenges in life and that it's okay to talk about them. List three times that were or are challenging to you.

Brainstorming

Think of a Challenge: Ask students to think of a challenging experience they have faced.

Provide Prompts: Offer prompts to guide their thinking or use the Feelings Wheel to identify challenging emotions:

- A time they felt sad or angry.
- A time they felt overwhelmed or stressed.
- A time they faced a difficult decision.

3. **Jot Down Ideas:** Give students a few minutes to jot down their thoughts in their notebooks.



4. **Power of Writing:** Tell students that writing can help us understand our feelings and find solutions to our problems.

5. **Introduce "Imagine" Technique:** Explain that they will write stories starting each sentence with "Imagine..." to help create a vivid picture of their experiences. Explain that they will write in second person (you) to help others empathize with their experiences.

Writing the Imagine Story

1. **Guide Writing Process:** Explain the key components of their stories:

- **The Challenge:** Describe the situation in detail.
- **Emotions:** Express their feelings honestly and vividly.

2. **Writing Time:** Allow students time to write their Imagine stories. Walk around the classroom to provide support and encouragement.

Part II: The Hopeful Turn

Shifting Gears

1. **Looking to the Future:** Explain that the next part of their writing will focus on hope and writing a new ending to your story. Discuss how hopeful thinking can help us overcome challenges.

2. **Goal Setting:** Talk about the importance of setting goals to help achieve a positive outcome.

Creating a New Story

1. **Guide New Story Writing:** Instruct students to write a new "Imagine" story that focuses on:

- **Action Plan:** Setting specific goals to overcome the challenge.
- **Positive Visualization:** Imagining a positive outcome and the steps to get there.
- **Overcoming Obstacles:** Envisioning how they will handle setbacks.
- **Future Self:** Picture themselves in the future, having successfully overcome the challenge.

Sharing and Reflection

1. **Sharing Stories:** Create a safe space for students to share their stories in small groups or with the whole class. Remember that sharing personal stories is optional. Your job is not to fix or solve anyone's problem. You only need to listen and hold space for the students' stories. If a student needs more support after sharing you can direct them to your mental health team.

2. **Encourage Feedback:** Encourage students to give positive feedback and support to their peers with applause after each story is read. .



3. Class Discussion: Facilitate a discussion about the benefits of writing and the power of hopeful thinking. Ask questions like:

- How did it feel to write about your challenges and your hopes for the future?
- What did you learn from your peers' stories? How does it feel to hear all the stories?

Assessment:

- Observe students during the writing and sharing process to assess their ability to express emotions and use vivid language.
- Collect the written stories to evaluate their understanding of the narrative structure and their ability to reflect on personal challenges and growth.

Closure:

- Reinforce the idea that everyone faces challenges and that writing can help us process our feelings and find hope for the future. Encourage students to continue using writing as a tool for self-expression.

Differentiation Activities:

- **Support:** Break the writing process into smaller steps. Provide sentence starters for each part of the story (challenge, emotions, action plan, positive visualization). Offer a word bank with emotion-related and action-oriented vocabulary.
 - **Extension:** Challenge students to write from the perspective of someone who helped them through their challenge. Encourage them to explore different possible outcomes based on various actions. Have them create a visual representation of their "future self" after overcoming the challenge.
-

Hopeful Goals

Objectives:

- Students will use The Imagine Project process and the Feelings Wheel to set goals for the new year or new semester or new day.
- 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



Procedure:

Introduction

1. Explain Imagination:

- Begin by asking students, "What does it mean to imagine?"
- Discuss their responses and explain that imagination helps us dream big and think about what we want in the future.

2. Introduce the Feelings Wheel:

- Show the Feelings Wheel to the class.
- Point out different emotions and how they match with their opposites across the wheel.

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.

Model the Activity

1. Share Your Examples:

- Share three things you are proud of and the emotions that go with them.
- Example: "I am proud of learning to ride my bike! I feel happy!"
- Share three challenges that you are working on.

2. Write Your Imagine Statement:

- Write an example on the board:
 - "Imagine feeling nervous about speaking in front of the class. Imagine feeling brave! I am brave. I will practice speaking at home."

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 one challenge.
- Encourage them to think about the opposite emotion they want to feel.
- Guide students to write their hopeful turn imagining what new future they want to have.

Sharing Time

1. Create a Safe Environment:

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

2. Encourage Sharing:

- Invite students to share their entries with the class, with a trusted friend, or just with you.
- Offer positive feedback and encouragement after each sharing.

Goal Setting

1. Turn Hopeful Imagine Statements into Goals:

- Help students transform their Hopeful 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 a simplified version of the Feelings Wheel with fewer emotions. Offer sentence starters for the "I am, I can, I will" statements. Allow students to express their proud moments and challenges through drawings or other art forms.
- **Extension:** Challenge students to create a vision board representing their goals for the new year/semester. Encourage them to develop a detailed action plan with specific steps and timelines for achieving their goals. Have them research and write about role models who have overcome similar challenges.

Imagining Debate/Conflict Resolution

Objective:

Students will explore a conflict or debate topic that has two or more sides and use expressive writing to understand both sides of the issue.

Materials:

- Paper and pencils
- The Imagine Project journal

Procedure:

1. Introduce the Topic

- **Present the Debate Topic or Conflict:** Write the topic on the whiteboard. Explain that students will explore both sides of this issue. It is better to draw the issue from the experiences of the students. It could be a conflict happening on the playground or in the world.
- **Divide the Class:** Split the class into two or more groups depending on the topic
- **Explain the Importance:** Discuss why it's important to understand different perspectives and how debates can help us think critically about all the different sides of an issue..

2. Information Collection

- **Group Brainstorm:** In their assigned groups, students will brainstorm information about the issue (they may need time to do some research depending on the topic)
- **Guiding Questions:** Encourage students to consider:
 - What are the main arguments for your side?
 - What benefits does your side provide?
 - Are there any counter arguments you need to address?
- **Note-Taking:** Have students take notes in their Imagine Project journals to prepare for their arguments.

3. Expressive Writing

- **Writing Prompt:** Ask students to write from the perspective of a person who strongly supports their assigned side.
- **Use The Imagine Project:** Instruct them to start their writing with "Imagine..." and explore their feelings and reasons for supporting their side.



- **Hopeful Turn:** Encourage students to include a hopeful turn in their writing where they find common ground with the opposing side or write about how they hope the conflict resolves.

4. Debate

- **Conduct the Debate:** Each group will present their arguments to the class by reading lines from their imagine stories.

- **Encourage Respectful Listening:** Remind students to listen respectfully to the opposing viewpoints and take notes on what they hear.

5. Find Common Ground

- **Class Discussion:** Have each group share their hopeful turns. Lead a discussion to identify common ground between the two sides. Ask guiding questions such as:

- What did you learn from the other side?
- Are there any points where both sides agree?
- How can understanding both perspectives help us in our school community?

6. Take Action

- Discuss ideas for turning the debate into shared action to solve the problem. Usually when both sides realize that their hopeful turns are similar they more easily come together to work on the problem or understand each other's position.

Assessment:

- Observe students during the debate to assess their ability to articulate their arguments and listen to others.

- Review the expressive writing pieces in their Imagine Project journals to evaluate their understanding of both perspectives and their ability to express their thoughts clearly.

Closure:

- Reinforce the idea that understanding different perspectives is important for respectful discussions and problem-solving. Encourage students to think about how they can apply what they've learned in their everyday lives.

Differentiation Activities:

- **Support:** Provide sentence starters for arguments and rebuttals. Offer a list of pros and cons for each side of the debate. Allow students to work with a partner to develop their arguments and write their imagine stories.



- **Extension:** Challenge students to research historical debates on similar topics. Encourage them to consider the ethical and social implications of each side's arguments. Have them write a persuasive essay arguing for their chosen side, incorporating research and addressing counter arguments.
-

Developing Empathy through Imagine Stories

Objective:

Students will develop empathy and understanding of others' feelings through imaginative writing by creating a character who faces challenges in a classroom setting.

Materials:

- Journal or notebook
- The Feelings Wheel (printed for each student)
- Whiteboard and markers
- The picture book, [Gibberish](#) by Young Vo. You can use any picture book you like that explores characters' feelings.
- A good site for diverse picture books is: <https://iris.peabody.vanderbilt.edu/resources/books/> and <https://libguides.luc.edu/c.php?g=49784&p=320661#s-lg-box-wrapper-3979711>. A good site for finding books that support social emotional learning is: <https://www.readingrockets.org/topics/childrens-books/articles/standing-bullying-childrens-books-build-social-and-emotional-skills> (copy and paste into your browser)

Procedure:

1. Review The Feelings Wheel

- Begin the lesson by introducing **The Feelings Wheel**. Explain that it is a tool that helps us understand different emotions.
- Discuss the different categories of emotions on the wheel (e.g., happy, sad, angry, scared, etc.) and ask students to share examples of situations that might make them feel these emotions.

2. Character Development

- Ask students to think of a character, or focus on a character from a story, who is struggling in a classroom setting. This could be a student who feels left out, has difficulty with a subject, or is dealing with a personal issue.
- Encourage students to consider:
 - What is the character's name?



- What challenges are they facing?
- How do they feel about these challenges?
- Allow students a few minutes to jot down their ideas in their journals.

3. Writing the Imagine Story

- Prompt students to write an imagine story from the character's point of view.
- Provide the following guidelines:
 - Start with "Imagine..." to help them visualize the character's experiences.
 - Explore the character's feelings, thoughts, and actions in the classroom.
 - Use descriptive language to convey emotions.
- Circulate the room to provide support and encouragement as students write.

Sample

Imagine you just moved to a new country, and everything sounds like gibberish.

Imagine the other kids staring at you, their words buzzing like confusing bees. Nobody to play with.

Imagine you miss your old home, where people know how to say your name.

Imagine you wish you could just disappear, become invisible.

4. Peer Sharing and Reflection

- After writing, have students pair up or form small groups to share their stories.
- Encourage students to practice **empathetic listening** by focusing on their partner's story without interrupting.
- After sharing, lead a class discussion on the importance of understanding others' feelings and perspectives. Ask questions like:
 - How did it feel to share your story?
 - What did you learn about your partner's character?
 - Why is it important to understand how others feel?

Assessment:

- Observe students during the sharing session to assess their ability to listen empathetically and provide constructive feedback. Students can also evaluate each other's listening skills using the rubric.
- Collect the written stories to evaluate their understanding of character emotions and narrative structure based on the rubric provided.



Closure:

- Conclude the lesson by reinforcing the idea that everyone has feelings and challenges, and understanding these can help us be kinder and more supportive friends.

Differentiation Activities:

- **Support:** Provide sentence starters for students who struggle with generating ideas (e.g., "Imagine...", "Suddenly...", "I felt..."). Offer a word bank with emotion-related vocabulary. Allow students to draw a picture representing their character's feelings before writing.
- **Extension:** Challenge students to explore more complex emotions or to write from the perspective of multiple characters. Encourage them to use figurative language to describe the character's feelings. Have them consider how the setting impacts the character's emotional state

Empathy through Imagine Stories Rubric

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Character Development	Character is well-developed with a clear name, challenges, and emotions.	Character is developed with a name and some challenges and emotions.	Character is somewhat developed but lacks detail in challenges or emotions.	Character is unclear or missing key details like name or challenges.
Imaginative Storytelling	Story vividly explores character's feelings, thoughts, and actions with rich descriptions.	Story explores character's feelings and actions but may lack some detail.	Story includes basic feelings and actions but lacks depth or description.	Story does not clearly express character's feelings or actions.
Empathetic Listening	Actively listens and provides thoughtful feedback to peers, showing understanding.	Listens to peers and gives some feedback, but may lack depth.	Listens but provides minimal feedback or understanding.	Does not listen to peers or provide feedback.



Use of The Feelings Wheel	Effectively uses The Feelings Wheel to identify and describe emotions in the story.	Uses The Feelings Wheel but may miss some emotional details in the story.	Attempts to use The Feelings Wheel but does not clearly connect it to the story.	Does not use The Feelings Wheel or connect emotions to the story.
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Imagining Character Emotions

Objective:

Students will identify complex emotions in a fictional character and analyze how these emotions influence their actions.

Materials:

- A picture book with a complex character. A good site for diverse picture books is: <https://iris.peabody.vanderbilt.edu/resources/books/> and <https://libguides.luc.edu/c.php?g=49784&p=320661#s-lg-box-wrapper-3979711>. A good site for finding books that support social emotional learning is: <https://www.readingrockets.org/topics/childrens-books/articles/standing-bullying-childrens-books-build-social-and-emotional-skills> (copy and paste into your browser)
- Large Feelings Wheel (printed)
- Journals
- Markers or crayons

Procedure:

1. Introduction to Character Analysis

- **Read:** Your Picture book of choice
- **Discussion:** Begin by asking students if they can name the main character from your book. Write the character's name on the whiteboard.
- **Personality Traits:** Discuss the character's personality traits. Ask questions like:
 - "What kind of character are they? Are they brave, scared, friendly?"
- **Motivations:** Explain motivations by asking:



- "What does the main character want most in the story?"

2. Exploring Emotional Depth

- **Feelings Wheel:** Introduce the Feelings Wheel. Explain that it shows different emotions.
- **Complex Emotions:** Focus on complex emotions such as jealousy, disappointment, and empathy. Ask students:
 - "Can you think of a time when the main character felt a complex emotion?"
- **Class Discussion:** Write examples of these emotions on the whiteboard, connecting them to specific moments in the story.

3. Character Perspective Writing

- **Imagine Story:** Now, ask students to write an imagine story from the perspective of the main character.
- **Guiding Questions:** Encourage them to think about:
 - "What does the character feel in a specific moment?"
 - "How do those feelings influence their actions?"
 - "What do they wish for or fear?"
- **Writing Time:** Allow students time to write their character perspective stories.

4. Personalize it

- **Writing Prompt:** Ask students to think about a time they felt a complex emotion. Prompt them with questions:
 - "What happened?"
 - "How did it make you feel physically?"
 - "How did this emotion influence your behavior? Did you act differently?"
- **Writing Time:** Give students time to write their imagine stories in their journals. Encourage them to use descriptive language and to draw from their own experiences.

5. Sharing and Reflection

- **Partner Sharing:** Have students pair up and share their imagine stories with a partner. Encourage them to listen actively.
- **Class Discussion:** Bring the class together and ask for volunteers to share insights from their stories. Discuss:
 - "How did writing from a character's perspective help you understand their emotions better?"
 - "Why is it important to recognize complex emotions in ourselves and others?"

Assessment:

- Observe students during the journaling and sharing process to assess their understanding of character emotions and their ability to express their own feelings.
- Collect the written stories to evaluate their narrative structure and emotional depth based on the rubric provided.



Closure:

- Reinforce the idea that understanding emotions in characters can help us understand our own feelings and the feelings of others. Encourage students to continue exploring emotions in their reading and writing.

Differentiation Activities:

- **Support:** Provide a list of complex emotions with definitions and examples. Offer sentence starters for the journaling and imagine story activities. Allow students to discuss their ideas with a partner before writing.
- **Extension:** Challenge students to analyze how a character's emotions change over the course of the story. Encourage them to explore the relationship between emotions and decision-making. Have them create a "character emotion timeline" to visually represent emotional shifts.



Rubric for Imagining Character Emotions

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Understanding Emotions	Clearly identifies and explains complex emotions of the character with specific examples from the text.	Identifies and explains some complex emotions of the character with a few examples.	Identifies basic emotions but lacks depth and specific examples.	Struggles to identify emotions and provide examples from the text.
Character Perspective	Writes a detailed imagine story from the character's perspective, showing deep understanding of their feelings and motivations.	Writes a good imagine story from the character's perspective, showing some understanding of their feelings.	Writes a basic imagine story but lacks detail in character feelings and motivations.	Writes a minimal or unclear imagine story that does not reflect the character's perspective.
Journaling Activity	Reflects deeply on personal experiences with complex emotions, using descriptive language and clear connections to feelings.	Reflects on personal experiences with some detail, using appropriate language.	Reflects on personal experiences but lacks detail and clarity.	Struggles to reflect on personal experiences and lacks descriptive language.
Sharing and Reflection	Actively engages in sharing, listens well, and provides thoughtful insights during class discussion.	Participates in sharing and listens to others, contributing some insights.	Participates minimally in sharing and discussion, with few insights.	Does not participate in sharing or discussion, showing little engagement.

Imagining Point of View and Perspective

Objective:

Students will develop empathy and understand the impact of different perspectives on a story.

Materials:

- The Imagine Project journal
- The Feelings Wheel (printed for each student)
- A picture book: A good site for diverse picture books is: <https://iris.peabody.vanderbilt.edu/resources/books/> and <https://libguides.luc.edu/c.php?g=49784&p=320661#s-lg-box-wrapper-3979711>. A good site for finding books that support social emotional learning is: <https://www.readingrockets.org/topics/childrens-books/articles/standing-bullying-childrens-books-build-social-and-emotional-skills> (copy and paste into your browser)

Procedure:

1. Character Analysis

- **Choose a Character:** Start by reading a picture book with a complex character who changes throughout the story.
- **Discuss Personality Traits:** Ask students to describe the character's personality traits. Write these on the whiteboard. Use the Feelings Wheel to help with specific vocabulary.
- **Use the Feelings Wheel:** Distribute the Feelings Wheel to each student. Guide them to identify and discuss the character's range of emotions throughout the story.
- **Analyze Motivations:** Discuss why the character acts the way they do.

2. Write an Imagine Story from the Perspective of the Character

- **Introduce the Writing Task:** Explain that students will write an "Imagine" story from the character's point of view.
- **Guiding Questions:** Encourage students to think about:
 - What are the character's thoughts and feelings?
 - What challenges does the character face?
 - How does the character hope to overcome these challenges?

3. Peer Review and Discussion

- **Small Group Sharing:** Have students form small groups to share their Imagine stories with each other. Encourage them to listen actively.
- **Feedback Guidelines:** Instruct students to provide positive feedback and discuss how the different perspectives impact the story. Ask them to consider:



- "What did you learn about the character from your partner's story?"
- "How did the character's perspective change your understanding of the story?"
- **Class Discussion:** Bring the class back together and ask for volunteers to share insights from their discussions. Highlight the importance of understanding different perspectives.

Closure

- **Reflection:** Ask students to think about how understanding a character's perspective can help us empathize with others in real life. Encourage them to share one thing they learned today about perspective.

Assessment:

- Observe students during the character analysis, writing, and sharing process to assess their understanding of character emotions and perspectives.
- Collect the Imagine stories to evaluate their ability to express thoughts and feelings from a character's point of view.

By the end of this lesson, students will have a deeper understanding of how different perspectives shape a story and how empathy can be developed through writing and discussion.

Differentiation Activities:

- **Support:** Provide a character analysis worksheet to guide students' thinking about personality traits, emotions, and motivations. Offer sentence starters for writing from the character's point of view. Allow students to act out scenes from the book to better understand character interactions.
 - **Extension:** Challenge students to write from the perspective of a less prominent character in the story. Encourage them to consider how bias and personal experience impact perspective. Have them compare and contrast different characters' perspectives on the same event.
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Imagining Problems and Solutions



Objective:

Students will identify a more complex problem, research potential solutions, and propose a creative solution, using empathy to connect with the audience.

Materials:

- The Imagine Project Journal
- Computers with internet access
- Research materials (books, articles, websites)

Procedure:

1. Introduction to Complex Problems

- **Discussion:** Start by asking students what they think a complex problem is. Write their responses on the whiteboard. Explain that complex problems often affect many people and can be hard to solve.
- **Examples:** Introduce examples of complex problems such as pollution, hunger, or bullying. Discuss briefly how these problems impact people and the environment.
- **Focus Problem:** Choose one problem to focus on for the lesson, such as "pollution."

2. Research the Problem

- **Research Time:** Divide students into small groups and assign them to research the chosen problem using computers and research materials.
- **Guiding Questions:** Encourage them to consider:
 - What is pollution?
 - How does it affect people and the environment?
 - What are some statistics or facts about pollution?
- **Note-Taking:** Have students take notes in their Imagine Project Journals about what they learn.

3. Empathize with Affected Individuals

- **Writing Prompt:** Ask students to write a short imagine story in their journals about how they would feel if they were affected by pollution.
- **Questions to Consider:**
 - How would pollution make you feel?
 - What would you miss if the environment was polluted?
 - How would it affect your daily life?
- **Share:** Allow a few students to share their stories with the class.

4. Brainstorm Solutions



- **Group Brainstorming:** In their groups, have students brainstorm creative solutions to the problem of pollution.
- **Encourage Creativity:** Remind them to think outside the box. Some ideas might include:
 - Organizing a community clean-up day.
 - Creating posters to raise awareness about pollution.
 - Starting a recycling program at school.
- **Select a Solution:** Each group should choose one solution to focus on and write a hopeful turn to their imagine story that focuses on the new future they want to have.
- **Example Starter:**
 - "Imagine living in a clean park where children can play freely. Imagine if everyone worked together to keep our community clean. Imagine how happy you would feel knowing you helped the environment."
- **Encourage Detail:** Remind them to describe the problem, their solution, and the positive impact it will have.

5. Take Action!

- **Plan Development:** Ask each group to create a simple plan for how they would implement their chosen solution.
- **Questions to Consider:**
 - What steps would you take?
 - Who would help you?
 - What materials would you need?

Assessment:

- Observe students during group work and discussions to assess their understanding of the problem and their ability to empathize with those affected.
- Collect the Imagine Project Journals to evaluate their research, empathy writing, and Imagine stories.

Closure:

- **Class Discussion:** Gather students together and ask them to share their solutions and Imagine stories. Discuss the importance of empathy and working together to solve complex problems.
- **Reflection:** Ask students how they can apply what they learned about problem-solving and empathy in their everyday lives.

Differentiation Activities:



- **Support:** Provide a graphic organizer to guide research and brainstorming. Offer a list of potential solutions to the chosen problem. Allow students to present their solutions through drawings or other visual aids.
 - **Extension:** Challenge students to research real-world examples of initiatives addressing the chosen problem. Encourage them to develop a detailed action plan for implementing their solution, including timelines and resource allocation. Have them create a persuasive presentation to advocate for their solution.
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The 30-Day Imagine Challenge

Objective: To encourage students to practice gratitude, kindness, and positive visualization through a daily writing and sharing exercise.

Materials:

- Journal or notebook
- Pen or pencil

Procedure:

1. Introduction to the Challenge:

- Explain the concept of the 30-Day Imagine Challenge.
- Discuss the benefits of positive thinking, gratitude, and acts of kindness.
- Share a personal anecdote about how practicing these habits has positively impacted your life.

2. Daily Routine:

- **Imagine:** Encourage students to write down three things they imagine happening in their lives. These can be big or small dreams, such as:
 - "Imagine getting a perfect score on your next test."
 - "Imagine making a new friend who shares your interests."
 - "Imagine joining a game at recess."
- **Gratitude:** Ask students to list three things they are grateful for. This can be anything from simple pleasures to significant life events:
 - "I am grateful for my family and friends."
 - "I am grateful for good health."
 - "I am grateful for a warm, cozy bed."
- **Kindness:** Prompt students to write down one act of kindness they have done or plan to do. This can be a small gesture or a larger act of service:
 - "I helped a classmate with their homework."
 - "I complimented my friend on their work."



- "I plan to send a thank-you note to my teacher."

3. **Sharing and Reflection:**

- Create a safe and supportive environment for students to share their entries with the class.
- Encourage students to listen attentively to their peers and offer positive feedback.
- Facilitate a class discussion about the following questions:
 - How did it feel to write about your dreams, gratitude, and kindness?
 - Did you notice any positive changes in your thoughts or feelings after participating in the challenge?
 - How can you continue to practice these habits beyond the 30-day challenge?

4. **Additional Activities:**

- **Visual Journaling:** Encourage students to create visual representations of their dreams, gratitude, and kindness acts.
- **Group Projects:** Have students work together to plan and execute a community service kindness project.
- **Mindfulness Exercises:** Incorporate mindfulness techniques, such as meditation or deep breathing, into the daily routine.

By participating in the 30-Day Imagine Challenge, students will develop positive thinking habits, strengthen their sense of gratitude, and inspire acts of kindness.

Differentiation Activities:

- **Support:** Provide sentence starters or a journal template for the daily entries. Offer a list of prompts for gratitude, kindness, and imagination. Allow students to share their entries in small groups or privately with the teacher.
- **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.