





# Designing Our Ideal Learning Community

## Lesson Objectives:

- Students will be able to articulate and analyze the components of a positive and effective learning environment.
- Students will collaboratively design and propose solutions for creating their ideal learning community.
- Students will practice respectful and constructive communication, including active listening and providing feedback.
- Students will connect their personal feelings and needs to the broader classroom dynamic.

## Materials Needed:

- Feelings Wheel
- Large sheets of paper or digital collaboration tools
- Markers/pens
- Whiteboard or projector

## Procedure:

### Introduction

- **Welcome and Setting the Stage:**
  - Begin by acknowledging the importance of the learning environment and how it impacts everyone's experience.
  - Ask: "What are the essential elements of a community where you feel motivated, respected, and successful?"
  - Acknowledge that any "ideal" community will have conflict, and that part of the lesson will be how to handle conflict.
- **Addressing Initial Fantasies:**
  - Start by allowing students to express the more unrealistic desires, such as "no homework" or "longer breaks." Acknowledge those ideas, but then guide the discussion towards the underlying needs those fantasies represent. For example, "Why is no homework appealing? Does it mean you need more time for other activities, or do you need more engaging homework?"
- **Introducing the Concept of Community:**
  - Briefly discuss the concept of a community and its core values (e.g., respect, responsibility, collaboration).



## Exploring Feelings and Needs

- **Deeper Dive into Feelings:**
  - Introduce the Feelings Wheel.
  - Facilitate a discussion about the range of emotions that can arise in a learning environment (e.g., curiosity, frustration, anxiety, excitement).
  - Ask: "What specific situations or interactions trigger these feelings in you?"
  - Ask: "What are the needs behind these feelings?" For example, if a student feels frustrated, they may need more clarity, or more help. If a student feels anxious, they may need more predictability.
  - Emphasize that all feelings are valid and that understanding them is crucial for creating a positive community.
  - Discuss the difference between feelings and behaviors.

## "Imagine" Story Creation

- **Individual Reflection and Writing:**
  - Introduce the idea of creating an "Imagine" story about their ideal learning community.
  - Explain that each sentence will begin with "Imagine."
  - Examples:
    - "Imagine you walk into a classroom where everyone is eager to learn."
    - "Imagine you feel safe to share your ideas, even if they are different."
    - "Imagine that conflict is handled with respect and understanding."
  - Give students 10-12 minutes to write their own individual "Imagine" stories.
  - Encourage students to incorporate the feelings and needs they discussed earlier into their stories.
  - Explain that this story is a personal reflection on what is important to them.

## Collaborative Design

- **Brainstorming and Ideation:**
  - Divide students into small groups.

### Sharing "Imagine" Stories (within groups):

- Before starting the brainstorming, have students share their "Imagine" stories within their small groups.
- Ask them to identify common themes and ideas that emerge from their stories.
- This sharing will help to inform and inspire their group's collaborative design process.
- Instruct each group to brainstorm ideas for creating their ideal learning community, focusing on:



- Physical environment (e.g., layout, resources)
- Learning activities (e.g., collaborative projects, individualized learning)
- Social interactions (e.g., communication, conflict resolution)
- Rules and expectations
- Encourage students to consider diverse perspectives and needs.
- Use large sheets of paper or digital tools for collaborative brainstorming.
- **Developing Proposals:**
  - Have each group refine their ideas into a concrete proposal, including:
    - A description of their ideal learning community
    - Specific actions that students, teachers, and the school can take to create it
    - A plan for addressing potential challenges or conflicts
    - A way to measure if their plan is working.
  - Encourage students to use evidence and reasoning to support their proposals.

## Sharing and Reflection

### Group Presentations:

- Have each group present their proposal to the class.
- Encourage active listening and respectful feedback from other students.
- **Class Discussion:**
  - Facilitate a class discussion to identify common themes and promising ideas.
  - Ask:
    - "What are the most important elements of an ideal learning community?"
    - "How can we implement these ideas in our classroom and school?"
    - "What are the potential challenges, and how can we overcome them?"
    - "What are some action steps we can take right now?"
    - "How do the 'Imagine' stories connect to the proposals?"
    - "What feelings and needs were common in the 'Imagine' stories?"
- **Action Planning:**
  - As a class, decide on 1-3 action steps that can be implemented immediately.
  - Consider creating a class charter or agreement based on the shared values and goals.

### Assessment:

- Observe student participation in discussions, group work, and the "Imagine" story writing.
- Evaluate the quality of their proposals, including the clarity of their ideas, the strength of their reasoning, and their consideration of diverse perspectives.
- Evaluate how well students are able to express their feelings, and the needs behind those feelings, and how well those feelings and needs are represented in their "Imagine" stories.
- Assess students' ability to give and receive constructive feedback.



## **Differentiation:**

- **Support:**
    - Provide sentence starters or a list of feeling words to help students write their "Imagine" stories.
    - Allow students to draw or use visual aids to represent their "Imagine" stories.
  - **Extension:**
    - Have students create a visual representation of their group's combined "Imagine" story.
    - Have them compare and contrast their "imagine" story with their final group proposal.
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# **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

## **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.

## Model the Activity

### 1. Share Your Examples:

- Share three things you are proud of and the emotions that go with them.

### 2. Write Your Imagine Statement:

- Write an example on the board:
  - "Imagine feeling nervous about speaking in front of the class."

## 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 related to school 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 a hopeful statement about how they would like to overcome their challenge.

## 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.





## Goal Setting

### 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).
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## Writing-to-Heal

### Lesson Objective:

Students will learn a 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 handouts)
- Sample "Imagine Stories" (provided by teacher or from The Imagine Project website)
- Links to Imagine Project videos

## Procedure:

### 1. Introduction & Building Background:

- **Introduce Expressive Writing:** Explain the concept of expressive writing and its benefits for mental health, such as emotional release and self-reflection.
- **Importance of Self-Reflection:** Discuss how writing can help process emotions and experiences.
- **Introduce "Imagine Stories":** Explain that these stories allow us to explore overcoming challenges and envisioning a positive future. Share samples from the website.
- **Teacher Modeling:** Share a personal challenge you've overcome. Begin writing an "Imagine Story" on the board using the sentence starter "Imagine..."
- **Use the Feelings Wheel:** Identify emotions you felt during this challenge.
- **Discussion:** Ask students what they noticed about the writing style (e.g., free-flowing expression without worrying about grammar, second person).

## B. Writing Process :

### Step 1 - Celebrate :

- Students write down 3 things they feel good about in their lives. Play uplifting music (e.g., "Celebrate" by Christina Aguilera).

### Step 2 - Reflect :

- Students write down challenges they've faced, using the Feelings Wheel to identify associated emotions. Play reflective music (e.g., "Story of My Life" by One Direction).

### Step 3 - Imagine:

- Students choose one challenge and start writing their "Imagine Story." Show additional sample stories or videos if time allows. Remind them this is personal and can remain private. Play music that encourages reflection (e.g., "Lean on Me" by Bill Withers).





**Step 4 - Possibilities :**

- Ask students to brainstorm things that bring them joy or goals they want to achieve. Encourage them to write "Imagine statements" about their future aspirations.

**Step 5 - I Am, I Can, I Will :**

- Students transform their dreams into "I Am" statements (e.g., "I am a strong individual"). Have students read their statements out loud with confidence.

**3. Sharing** - students should always have the option to share their stories or not. Alternatives to sharing could be done in trusted pairs or just with the teacher.

**4. Assessment:**

- **Participation:** Monitor student involvement in discussions and activities.
- **Writing Quality:** Review their "Imagine Stories" for creativity and emotional expression.
- **Exit Ticket:** Evaluate students' understanding of the lesson's key takeaways.

**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. 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.

**Rubric: Exploring Challenges & Hopes Through Writing**

Criteria	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Developing Skills (2 points)	Needs Improvement (1 point)
Participation	Actively participates in discussions, offers insightful	Participates in discussions, contributes	Participates minimally in discussions or has	Shows limited or no participation in discussions or



	questions, and respects others' ideas.	ideas, and respects others' ideas.	difficulty following directions.	disrupts instruction.
Step 1: Celebrate	Celebrates strengths authentically and identifies at least 3 positive aspects of their life.	Identifies at least 3 positive aspects of their life.	Identifies some positive aspects of their life, but might struggle with the concept.	Struggles to identify positive aspects of their life.
Step 2: Reflect	Reflects deeply on challenges, identifies strong emotions attached, and uses Feelings Wheel accurately.	Reflects on challenges and identifies emotions attached, but usage of Feelings Wheel might be inconsistent.	Mentions challenges but lacks depth in reflection. Usage of Feelings Wheel might be absent or inaccurate.	Shows little to no reflection on challenges or emotions.
Step 3: Imagine	Writes a well-developed "Imagine Story" that uses vivid imagery and clear narrative structure. Explores overcoming a chosen challenge and envisioning a positive future.	Writes a clear "Imagine Story" that explores overcoming a challenge and envisioning a positive future. May require some prompting for details or deeper reflection.	Writes a basic "Imagine Story" that lacks detail or struggles with narrative structure.	Struggles to write an "Imagine Story" or fails to address the core elements of the assignment.
Optional: Group Sharing	Willingly shares their "Imagine Story" with a partner or small group, engaging in respectful conversation.	Shares their "Imagine Story" with a partner or small group, but might be hesitant or require encouragement.	Participates minimally in group sharing or struggles to articulate ideas.	Refuses to share their work or disrupts group sharing.



Step 4: Possibilities	Brainstorms multiple possibilities for future goals and aspirations. Writes creative "Imagine statements" reflecting their dreams.	Brainstorms several possibilities for future goals and aspirations. Writes "Imagine statements" reflecting their dreams.	Brainstorms limited possibilities for future goals. "Imagine statements" might be unclear or uninspired.	Struggles to brainstorm or write "Imagine statements" about future dreams.
Step 5: I Am, I Can, I Will	Confidently creates and shares powerful "I Am" statements that reflect self-belief and future aspirations.	Creates and shares "I Am" statements that demonstrate some self-belief and future aspirations.	Creates "I Am" statements that lack clarity or conviction.	Struggles to create or share "I Am" statements.
Exit Ticket	Demonstrates a clear understanding of the lesson's key takeaways by providing thoughtful responses on the exit ticket.	Provides responses on the exit ticket that show some understanding of the lesson.	Answers on the exit ticket lack detail or demonstrate limited understanding of the lesson.	Fails to complete the exit ticket or provides minimal effort.

## The 30-Day Imagine Challenge

### Objectives:

1. Students will be able to express their hopes and dreams for the future.
2. Students will develop a sense of gratitude and appreciation for the present.
3. Students will be inspired to perform acts of kindness.
4. Students will improve their writing skills through daily journaling.



## Materials:

- Journal or notebook
- Pen or pencil
- Whiteboard and markers
- Visual aids (e.g., poster to track the 30 days)
- Class journal for anonymous entries (optional)

## Procedures:

### Day 1: Introduction to the Challenge

#### 1. Explain the Challenge

- **Introduce the 30-Day Imagine Challenge:** Explain that for the next 30 days, students will write and share three things they imagine happening in their lives, three things they are grateful for, and one act of kindness they have done or plan to do.
- **Discuss the Importance:** Emphasize honesty, positivity, and respect when sharing personal thoughts and feelings. Explain how this challenge can help them reflect on their lives and inspire them to be kind.

#### 2. Set Expectations

- **Class Discussion:** Discuss what students think makes a good journal entry. Encourage them to think about clarity, creativity, and emotional depth.
- **Model the Process:** Share your own personal examples of what you would write for the day. For instance:
  - **Imagine:** "I imagine traveling to Paris and seeing the Eiffel Tower."
  - **Grateful:** "I am grateful for my supportive family."
  - **Kindness:** "I plan to help my neighbor with their groceries."

#### 3. Daily Routine Overview

- **Journaling Time:** Explain that each day, students will have 10-15 minutes to journal. This will happen at the beginning or end of each class.
- **Writing Prompts:** Provide examples of prompts they will use:
  - **Imagine:** "What three big or small dreams do you have for yourself?"
  - **Grateful:** "What are three things you're grateful for today?"
  - **Kindness:** "What kind act can you do for someone today?"

#### 4. Sharing Circle



- **Facilitate Sharing:** Explain that at the end of each day, there will be a brief sharing circle where students can voluntarily share their entries. Encourage positive feedback and supportive comments.

## 5. Additional Tips

- **Visual Aids:** Show the poster or whiteboard where you will track the 30 days. Explain how students can see their progress visually.
- **Class Journal:** Introduce the idea of a class journal for anonymous entries, allowing students to share without revealing their identities.
- **Family Involvement:** Encourage students to involve their families in acts of kindness and share their experiences at home.

## Reflection (End of Day 30)

- At the end of the 30 days, have students reflect on their experiences and the impact of the challenge on their lives. This can be done through a class discussion or a final journal entry.

## Assessment:

- **Participation:** Monitor students' daily participation in the challenge and their engagement during sharing circles.
- **Journal Entries:** Review students' journals for quality of writing, depth of thought, and evidence of personal growth.
- **Class Discussion:** Assess students' contributions to class discussions and their ability to listen respectfully to others.

## 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.
  - **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.
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# Analyzing Imagine Stories

## Objective:

Students will read and analyze four different Imagine Stories, identifying key character traits, themes, and literary devices.

## Materials:

- Copies of four different Imagine Stories
- Feelings Wheel
- Noticings Chart (see below)
- Pencils or pens

## Noticings Chart:

Story Title	Key Word	Character Trait	Text Evidence	Theme	Text Evidence
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## Procedure:

### 1. Introduce Imagine Stories

- **Explanation:** Briefly explain what Imagine Stories are and their purpose. Emphasize that these stories allow readers to explore emotions, challenges, and aspirations through creative writing.
- **Discussion:** Discuss the importance of reading closely and actively. Explain that analyzing stories helps us understand characters better and connect with the themes.
- **Modeling:** Choose a short excerpt from one of the Imagine Stories and model how to use the Noticings Chart. Fill in the chart with examples from the text, highlighting a character trait and theme.

### 2. Independent Reading

- **Group Division:** Divide students into groups of 2-3.





- **Story Assignment:** Assign each group a different Imagine Story to read. Ensure that each group has a unique story to analyze.
- **Noticings Chart Distribution:** Provide students with the Noticings Chart and guide them on how to complete it. Explain that they should look for keywords, character traits (using the Feelings Wheel), themes, and supporting text evidence as they read.

### 3. Group Discussion and Sharing

- **Group Sharing:** Have each group share their findings with the class. Each group should present their Noticings Chart and discuss the character traits, themes, and any literary devices they identified.
- **Encourage Questions:** Encourage students to ask questions and provide feedback on each other's analysis. This will help deepen their understanding and promote collaborative learning.

### 4. Class Discussion and Analysis

- **Facilitate Discussion:** Lead a class discussion on the following:
  - **Character Traits:**
    - What are the most common character traits found in Imagine Stories?
    - How do authors use dialogue, actions, and thoughts to reveal character traits?
  - **Themes:**
    - What are the recurring themes in Imagine Stories?
    - How do these themes relate to real-life experiences?
  - **Literary Devices:**
    - What literary devices do authors use to enhance their stories?
    - How do these devices contribute to the overall meaning of the story?

### 5. Writing Activity

- **Assignment:** Assign students to write a short response to one of the Imagine Stories. They should focus on one of the following:
  - Analyzing a specific character trait (using the Feelings Wheel)
  - Explaining how a theme is developed



- Identifying and analyzing a literary device
- Evaluating the overall impact of the story

## Closure

- **Wrap-Up:** Review the key points discussed during the lesson. Emphasize the importance of analyzing literature to gain a deeper understanding of characters and themes.
- **Exit Ticket:** Ask students to write down one new insight they gained from the lesson regarding character traits, themes, or literary devices.

## Assessment:

- Participation in group discussions and sharing.
- Completion of the Noticings Chart.
- Quality of the written response focusing on character traits, themes, or literary devices.

## Differentiation Activities:

- **Support:** Provide a list of common themes and literary devices. Offer sentence starters for the written response. Allow students to discuss their analysis with a partner before writing. Offer 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 Stories and identify common elements. Have them write a critical analysis of one of the stories, evaluating its effectiveness and impact.



# Rubric for Analyzing Imagine Stories

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, sharing insightful ideas and encouraging peers.	Participates in discussions, sharing relevant ideas.	Participates but is often quiet or hesitant to share.	Rarely participates in discussions or activities.
Noticings Chart Completion	Completes the Noticings Chart thoroughly, identifying key traits, themes, and supporting evidence with depth.	Completes the Noticings Chart with most key traits and themes identified.	Completes the Noticings Chart but misses some key elements.	Does not complete the Noticings Chart or lacks clarity.
Quality of Written Response	Writes a highly insightful response with clear analysis of character traits, themes, or literary devices.	Writes a clear response with some analysis of character traits, themes, or literary devices.	Writes a response that is somewhat clear but lacks depth in analysis.	Writes a response that lacks clarity and does not analyze effectively.
Group Discussion Contribution	Contributes valuable insights during group sharing, encouraging questions and collaboration.	Shares findings clearly and contributes to group discussion.	Shares findings but lacks engagement in discussion.	Does not contribute to group discussion or share findings.

## Emotion of the Week - Anger

### Objective:

1. Students will be able to identify and express the emotion of anger (or any other emotion you would like to focus on).
2. Students will be able to write a story with a clear plot and character development.



## Materials:

- The Feelings Wheel (printed handouts)
- The Imagine Project writing prompts (printed handouts)
- Paper and pencil
- Mentor Text: Excerpts from "The Outsiders" by S.E. Hinton or any other book that spotlights the emotion you want to focus on.

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:

### 1. Feelings Wheel Discussion

- **Introduction:** Begin the lesson by introducing the Feelings Wheel. Explain that it is a tool to help identify and express emotions.
- **Healthy vs. Unhealthy Expression:**
  - Discuss healthy ways to express anger (e.g., talking it out, physical activity) versus unhealthy ways (e.g., yelling, hitting).
  - Ask students to share examples of how they have seen anger expressed in healthy and unhealthy ways.
- **Role-Play Scenarios:**
  - Divide students into small groups and provide them with scenarios involving anger (e.g., a friend betrays trust, losing a game).
  - Each group will role-play their scenario and discuss the consequences of different actions taken in response to anger.

### 2. Shared Reading

- **Read Aloud:** Select excerpts from "The Outsiders" that showcase characters expressing anger (e.g., conflicts between characters).

Example from Chapter 5: "Darry..." Sodapop began, but Darry turned on him. "You keep your trap shut! I'm tired of you and Ponyboy messing up my life! You think you know everything, but you don't know nothin'! You're both so stupid!"

- **Discussion:** After reading, ask the following questions:
  - "How did the characters express their anger?"
  - "What were the consequences of their actions?"
  - "How did these moments impact the story and character development?"



### 3. Writing Activity: "The Volcano Erupts"

- **Writing Prompt:** Introduce the writing prompt: "Imagine a character who is feeling angry. What caused this anger? How does the character express it?"

- **Instructions:**

- Instruct students to write their own "Imagine Story" focusing on the character's thoughts, feelings, and actions when experiencing anger.

- Encourage them to include a clear plot and character development, using vivid language and sensory details.

- **Example:**

Imagine a world divided by social class, where you belong to the wrong side of the tracks. You're a Greaser, a gang member from the poorer side of town.

Imagine the frustration bubbling up inside you, the constant judgment and prejudice you face.

Imagine the anger you feel when Socs, the rich kids from the other side, taunt and bully you. You watch as they push you around, steal your things, and even attack your friends.

Imagine the rage that consumes you when one of your friends is hurt, or worse, killed. You want to fight back, to show them that you won't be pushed around anymore.

Imagine the violence that erupts. You're caught up in the chaos, your anger fueling your actions. But as the dust settles, you're left with a sense of guilt and remorse. You realize that violence isn't the answer, that it only leads to more pain and suffering.

Through these experiences, you realize that anger can be a powerful force, but it can also be destructive. By understanding and managing your anger, you can become a stronger, more resilient person.

### 4. Peer Editing and Revision

- **Peer Exchange:** Have students exchange their stories with a partner for peer review.

- **Feedback Guidelines:** Instruct students to provide constructive feedback focusing on:

- Clarity of the plot

- Character development

- Use of descriptive language

- **Revision Time:** Allow students a few minutes to revise their stories based on the feedback received.



## Closure

- **Sharing:** Invite a few students to share their stories with the class.
- **Reflection:** Conclude the lesson by discussing what they learned about expressing anger and how writing can help process emotions.

## Assessment:

- Participation in discussions and role-plays.
- Quality and creativity of the "Imagine Story" written during the lesson.
- Constructive feedback provided during peer editing.

## Differentiation Activities:

**-Support:** Provide a list of synonyms for "anger" and a chart with examples of healthy and unhealthy expressions of anger. Offer sentence starters or a story frame. Allow students to discuss their ideas with a partner before writing.

**-Extension:** Challenge students to analyze the causes and effects of anger in more depth. Encourage them to write about how a character might learn to manage their anger in healthy ways. Have them explore how anger is depicted in different art forms (music, visual arts, film).

## Rubric for "The Volcano Erupts" Writing Activity

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Understanding of Anger	Clearly identifies and expresses anger with depth.	Identifies and expresses anger with some clarity.	Mentions anger but lacks depth in expression.	Does not identify or express anger effectively.
Plot Clarity	Story has a clear and engaging plot with strong development.	Story has a clear plot but may lack some engagement.	Plot is present but unclear or confusing.	Story lacks a clear plot or is very confusing.
Character Development	Characters are well-developed with clear motivations and growth.	Characters are developed but may lack depth.	Characters are somewhat developed but lack clarity.	Characters are unclear or not developed at all.





Use of Descriptive Language	Uses vivid and sensory language that enhances the story.	Uses descriptive language but may lack vividness.	Limited use of descriptive language; lacks detail.	Little to no descriptive language is used.
Participation in Peer Review	Actively engages in peer review and provides insightful feedback.	Participates in peer review and gives helpful feedback.	Participates but feedback is minimal or unclear.	Does not participate in peer review.

## Overcoming Challenges

### Objective:

Students will identify obstacles they have faced and write an "Imagine Story" about overcoming those challenges, emphasizing the importance of perseverance and resilience.

### Materials:

- The Feelings Wheel (printed handouts)
- The book "I Am Malala" by Malala Yousafzai (or any other reading selection that focuses on overcoming challenges)

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)

- Writing paper
- Pens or pencils



## Procedure:

### 1. Introduction and Discuss Challenges

- **Discussion:** Begin the lesson by introducing the topic of challenges. Ask students to think about obstacles they have faced in their lives.
- **Feelings Wheel Activity:** Distribute The Feelings Wheel and guide students in identifying emotions related to failure or disappointment. Ask questions like:
  - "What emotions do you feel when you face a challenge?"
  - "How do these emotions affect your ability to overcome obstacles?"

### 2. Read Aloud

- **Read Aloud:** Select a chapter from "I Am Malala" that highlights a significant challenge Malala faced (e.g., her fight for education).

Example from Chapter 5: "The Taliban hated schools, especially girls' schools. They destroyed them, burned books, and beat teachers. They wanted to stop us from learning, to keep us ignorant."

- **Discussion:** After reading, ask students:
  - "What challenge did Malala face?"
  - "How did she feel during that time?"
  - "What actions did she take to overcome her challenge?"

### 3. Imagine Overcoming Challenges

- **Writing Prompt:** Guide students to think about a personal challenge they have faced. Use the prompt:
  - "Imagine a time when you faced a difficult challenge. How did you feel? How did you overcome it?"
- **Writing Instructions:** Instruct students to write their "Imagine Story" on writing paper, encouraging them to use vivid language and sensory details. Remind them to include:
  - The challenge they faced
  - Their feelings during that time
  - A hopeful vision of the future

#### Example:

**Imagine starting a new school year, filled with excitement and a bit of nervousness. You're eager to meet new people and make friends, but it's not as easy as you thought.**



**Imagine feeling a pang of loneliness as you watch others chatting and laughing in groups, while you sit alone at lunch.**

**Imagine the fear of rejection creeping in as you try to strike up a conversation, only to be met with awkward silence or a quick dismissal. You feel invisible, like you don't belong.**

**Imagine the frustration building up inside you, wishing you could just fit in.**

**Imagine a glimmer of hope. You remember a time when you overcame a similar challenge. You took a deep breath and decided to try a different approach. You joined a club or sports team, found a shared interest, or simply started a conversation with someone who looked friendly.**

**Imagine the relief you felt when you finally connected with someone. You discovered that others might feel the same way as you, and that making friends takes time and effort. You learned to be patient and persistent, and to celebrate small victories.**

#### **4. Share and Reflect**

- **Sharing Stories:** Organize students into small groups to share their "Imagine Stories." Encourage them to listen actively and provide respectful feedback to one another.
- **Class Discussion:** After sharing, bring the class back together and discuss:
  - "What common themes did you notice in your classmates' stories?"
  - "Why is it important to persevere through challenges?"

#### **5. Setting Actionable Goals**

- **Goal Setting:** Introduce the "I am... I can... I will" framework. Ask students to create their own statements based on their stories. For example:
  - "I am resilient."
  - "I can face my challenges."
  - "I will work hard to achieve my goals."
- **Exit Ticket:** As an exit ticket, have students write down one actionable goal they can focus on moving forward.

#### **Assessment:**

- Participation in discussions and sharing.
- Quality and creativity of the "Imagine Story" written on paper.



- Completion of the exit ticket with a specific, actionable goal.

## Differentiation Activities:

- **Support:** Provide a list of common challenges faced by middle school students. Offer sentence starters or a story frame to guide writing. Allow students to share their stories in small, pre-selected groups to build confidence.
- **Extension:** Challenge students to write from the perspective of someone who helped them overcome their challenge. Encourage them to explore how different coping mechanisms can be effective in different situations. Have them create a "resilience toolkit" with strategies for dealing with future challenges.

## Rubric for "Imagine Story: Overcoming Challenges"

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions and shares insights enthusiastically.	Participates in discussions and shares ideas.	Participates but is often quiet or hesitant to share.	Rarely participates in discussions.
Creativity of Imagine Story	Story is highly imaginative, with vivid language and detailed sensory descriptions.	Story is creative and includes some sensory details.	Story is somewhat creative but lacks detail and imagination.	Story is unclear or lacks creativity.
Reflection of Challenges	Clearly expresses personal challenges and emotions, showing deep self-reflection.	Expresses personal challenges and emotions with some reflection.	Mentions challenges and emotions but lacks depth in reflection.	Does not express personal challenges or emotions.



Vision for the Future	Provides a hopeful and inspiring vision for the future, showing growth and resilience.	Provides a clear vision for the future with some growth.	Offers a vague vision for the future with limited growth.	Lacks a vision for the future or growth.
Exit Ticket Completion	Thoughtfully completes exit ticket with a specific, actionable goal.	Completes exit ticket with a clear action plan.	Completes exit ticket but lacks specificity in action plan.	Does not complete exit ticket or plan is unclear.

## Exploring Point of View and Perspective

### Objective

Students will deepen their understanding of character development and the impact of perspective on plot.

### Materials

- The Imagine Project journal
  - The Feelings Wheel (printed handouts)
  - A novel or complex picture book with rich characters (e.g., "To Kill a Mockingbird")
- 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)
- Whiteboard and markers

### Procedure

#### 1. Introduction to Character Analysis

- **Discussion:** Begin the lesson by asking students what they think makes a character complex. Write their responses on the whiteboard.
- **Select a Character:** Choose a complex character from "To Kill a Mockingbird," such as Scout Finch or Atticus Finch. Briefly summarize the character's role in the story.
- **Character Analysis:** Discuss the character's motivations, conflicts, and growth. Ask questions like:



- What drives this character's actions?
- What conflicts do they face?
- How do they change throughout the story?

## 2. Emotional Exploration with the Feelings Wheel

- **Activity:** Distribute the Feelings Wheel to each student. Explain how it can help identify and express emotions.
- **Guided Practice:** Ask students to think about the character's emotional journey. Have them identify key emotions the character experiences throughout the story and write them down in their Imagine Project journals.
- **Pair Share:** In pairs, have students share their identified emotions and discuss how these emotions relate to the character's motivations and conflicts.

## 3. Writing an Imagine Story

- **Writing Prompt:** Guide students to write an "Imagine Story" from the character's point of view. Encourage them to consider:
  - How the character feels in different situations.
  - The historical and social context of the story (e.g., racial tensions in the South during the 1930s).
  - A hopeful turn that explores a different ending for the character.
- **Example:**

**Imagine yourself as Scout Finch, a curious and observant young girl growing up in the small town of Maycomb, Alabama, during the 1930s. Imagine the world around you, steeped in prejudice and racial injustice.**

**Imagine witnessing the trial of Tom Robinson, a black man falsely accused of a crime, and feeling the weight of the town's prejudice on your young shoulders.**

**Imagine the anger and frustration that boil within you as you see injustice unfold. You witness the cruelty of prejudice firsthand, the way it can destroy lives and tear communities apart.**

**Imagine a different ending to the story, a world where justice prevails.**

**Imagine Tom Robinson being found innocent, where the jury sees the truth and rejects the lies and prejudice that fueled the accusations.**

**Imagine a future where you, Scout Finch, grow into a woman who champions justice and equality. You use your voice to speak out against prejudice and discrimination, inspiring others to stand up for what is right.**





## 4. Literary Analysis and Discussion

- **Class Discussion:** Bring the class back together and ask students to share their Imagine Stories with the class or in small groups.

### - Discussion Questions:

- How did the character's perspective shape the events of the story?

- What themes emerged from the character's experiences?

- How does the author use point of view to create suspense or irony?

- **Analysis:** Encourage students to analyze how the author develops the character's perspective and its impact on the overall plot.

## 5. Closure

- **Reflection:** Ask students to reflect on what they learned about character perspective and its importance in storytelling.

- **Exit Ticket:** Have students write down one new insight they gained from the lesson regarding character development and perspective.

## Assessment

- Participation in discussions and activities.

- Quality and creativity of the Imagine Story written in their journals

- Completion of the exit ticket reflecting on their insights.

### Differentiation Activities:

**Support:** Provide a character analysis worksheet to guide students' thinking about the chosen character. 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 in a Venn diagram or similar graphic organizer.

## Rubric for Exploring Point of View and Perspective

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions, contributing insightful ideas and encouraging peers.	Participates in discussions and shares relevant ideas.	Participates but is often quiet or hesitant to share.	Rarely participates in discussions or activities.
Understanding of Character	Demonstrates a deep understanding of the character's motivations, conflicts, and growth.	Shows a good understanding of the character's motivations and conflicts.	Identifies some character traits but lacks depth in analysis.	Does not demonstrate an understanding of the character.
Emotional Exploration	Clearly identifies key emotions and connects them to the character's journey with depth.	Identifies some emotions and makes connections to the character's journey.	Mentions emotions but lacks clarity in connections.	Does not identify emotions or make connections.
Creativity of Imagine Story	Writes a highly imaginative story with strong character perspective and vivid details.	Writes a creative story with some character perspective and details.	Story is somewhat creative but lacks clarity and detail.	Story lacks creativity and is unclear or confusing.



Insight in Exit Ticket	Thoughtfully reflects on character development and perspective with a clear insight.	Reflects on character development and perspective with some clarity.	Provides a vague reflection with limited insight.	Does not complete the exit ticket or reflection is unclear.
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## Exploring Character Emotions

### Objective:

Students will analyze how a historical figure's emotions shaped their decisions and actions.

### Materials:

- A biography or historical fiction novel (e.g., "I Am Malala" or "The Boy Who Harnessed the Wind") or any text with a complex historical character.

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)

- Large Feelings Wheel (printed handouts)
- Research materials (books, articles, online resources)
- Paper and pens for writing

### Procedure:

#### 1. Introduction to Historical Context

- **Discussion:** Begin the lesson by introducing the historical figure students will explore. Provide a brief overview of the time period and the challenges faced by this figure. For example, if using Malala Yousafzai, discuss the challenges of girls' education in Pakistan.

- **Engagement:** Ask students to share what they know about the historical figure and their significance. Write key points on the board.



## 2. Emotional Analysis

- **Feelings Wheel Activity:** Distribute the Feelings Wheel to each student. Explain how it can help identify and express emotions.
- **Guided Practice:** Lead a discussion on specific events in the historical figure's life. Ask students to identify the emotions the figure might have felt during these events. For instance, when Malala was attacked, students might identify feelings of fear, determination, and resilience.
- **Group Sharing:** Have students share their thoughts in pairs, discussing the emotions they identified.

## 3. Research Project

- **Instructions:** Assign each student a specific event from the historical figure's life to research. Provide a list of events (e.g., Malala's speech at the UN, the day she was attacked, her recovery).
- **Research Guidelines:** Instruct students to find information on:
  - The context of the event
  - The emotions the historical figure experienced
  - How these emotions influenced their actions during and after the event
- **Support:** Circulate the room to assist students with their research, ensuring they are using credible sources.

## 4. Writing Activity: Imagine Story

- **Prompt:** Have students write an "Imagine Story" from the historical figure's point of view, exploring how their emotions changed across significant life events.
- **Instructions:** Encourage students to include:
  - Descriptive details about the emotions felt during each event
  - How these emotions influenced their decisions and actions
  - A hopeful conclusion that reflects the figure's growth and resilience
- **Example:** "Imagine being a young girl who loves school, but suddenly the world around you becomes dangerous. You feel fear, but also a strong desire to learn and help others."

## 5. Sharing and Discussion

- **Sharing:** Invite a few students to share their "Imagine Stories" with the class.
- **Reflection:** Conclude the lesson with a discussion on how understanding emotions can help us empathize with historical figures and learn from their experiences.



## Assessment:

- Participation in discussions and sharing.
- Quality and creativity of the "Imagine Story" written during the lesson.
- Completion of the research project with clear analysis of emotions.

## 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 historical figure's emotions. Provide graphic organizers to help students structure their research.
- **Extension:** Challenge students to analyze how the historical figure's emotions changed over time and how those changes influenced their actions. Encourage them to research primary sources (letters, diaries, speeches) to gain deeper insight into the figure's emotional state. Have them write a comparative analysis of two historical figures and their emotional responses to similar challenges.

## Rubric for Exploring Character Emotions

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions and shares insights enthusiastically.	Participates in discussions and shares ideas.	Participates but is often quiet or hesitant to share.	Rarely participates in discussions.
Emotional Analysis	Clearly identifies and expresses emotions with depth.	Identifies and expresses emotions with some clarity.	Mentions emotions but lacks depth in expression.	Does not identify or express emotions effectively.
Research Depth	Conducts thorough research, clearly identifying emotions and their impact.	Conducts good research, identifying some emotions and their impact.	Conducts minimal research, with limited identification of emotions.	Does not conduct research or identify emotions.



Imagine Story Quality	Writes a well-developed "Imagine Story" that uses vivid imagery and clear narrative structure.	Writes a clear "Imagine Story" that explores emotions and actions.	Writes a basic "Imagine Story" that lacks detail or structure.	Struggles to write an "Imagine Story" or fails to address the assignment.
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# Problems and Solutions

## Objective:

Students will conduct in-depth research on a problem, develop a comprehensive solution, and write a persuasive "Imagine Story" to advocate for their solution.

## Materials:

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

## Procedure:

### 1. Introduction

- Begin the lesson by discussing the importance of understanding and addressing real-world problems. Ask students to think about issues they are passionate about.
- Explain that today's lesson will focus on researching a problem, developing a solution, and writing a persuasive story to advocate for that solution.

### 2. Identify a Problem

- **Activity:** Have students brainstorm a list of problems they care about, such as climate change, bullying, inequality, or unhealthy food options in school.



- **Discussion:** Invite a few students to share their chosen problems with the class. Encourage them to explain why these issues matter to them.

### 3. Research the Problem

- **Instructions:** Guide students to use computers and research materials to conduct thorough research on their chosen problem. They should focus on:

- The root causes of the problem
- The effects of the problem on individuals and communities

- **Support:** Circulate the room to assist students with their research, ensuring they are finding credible sources and relevant information.

### 4. Empathize

- **Writing Prompt:** Ask students to write a short paragraph in their Imagine Project Journals about how their chosen problem affects real people. Encourage them to think about the emotions and experiences of those impacted by the issue.

- **Example:** "Imagine a student who feels anxious and isolated because of bullying. How does this affect their school experience?"

### 5. Brainstorm Solutions

- **Activity:** Have students brainstorm innovative solutions to their chosen problems. They should consider:

- The feasibility of each solution
- The potential impact it could have on the community

- **Sharing:** Allow students to share their ideas with a partner for feedback.

### 6. Design a Solution

- **Instructions:** Instruct students to choose one solution from their brainstorming session and develop a detailed plan for implementation. They should outline:

- Steps to take
- Resources needed
- How they will involve others in the community

### 7. Write a Persuasive Imagine Story

- **Writing Prompt:** Guide students to write their "Imagine Story" using persuasive language and vivid imagery. They should aim to convince their readers of the importance of their solution.

- **Example:**



The Imagine Project, Inc.

Giving kids a voice for positive change

Imagine a school where the cafeteria isn't just a place to grab a quick bite, but a culinary adventure.

Imagine the aroma of freshly baked bread wafting through the halls, enticing your senses. Instead of greasy pizza slices and sugary sodas, you're greeted with a colorful array of nutritious and delicious food.

Imagine a salad bar overflowing with crisp lettuce, juicy tomatoes, and crunchy cucumbers. You can customize your salad with a variety of toppings, from grilled chicken to roasted vegetables.

Imagine a soup station offering hearty soups, made with fresh ingredients and simmered to perfection.

Imagine a smoothie bar where you can blend your own healthy drink, combining fruits, vegetables, and yogurt. Imagine the feeling of satisfaction as you sip on a refreshing and nutritious beverage.

Imagine a school where you're empowered to make healthy choices. You're educated about nutrition and the importance of eating a balanced diet. You learn how to read food labels and identify hidden sugars and unhealthy fats.

Imagine a school community that supports your efforts to eat healthy. Your teachers, parents, and peers encourage you to make nutritious choices and celebrate your successes.

By making these changes, we can create a healthier school environment that benefits everyone. We can improve our focus, energy levels, and overall well-being. Let's work together to make our school a place where healthy eating is the norm, not the exception.

## 8. Closure

- **Sharing:** Invite a few students to share their "Imagine Stories" with the class.
- **Reflection:** Discuss the importance of advocating for solutions to problems and how writing can be a powerful tool for change.

## Assessment:

- Participation in discussions and activities.
- Quality and creativity of the "Imagine Story" written in their journals.
- Completion of the research and solution design process.

## Differentiation Activities:





- **Support:** Provide a list of local or global problems to choose from. Offer a graphic organizer to guide research and brainstorming. Allow students to present their solutions through different mediums (e.g., posters, presentations, short videos).
- **Extension:** Challenge students to research real-world examples of initiatives addressing similar problems. Encourage them to develop a detailed action plan for implementing their solution, including timelines and resource allocation. Have them create a website or social media campaign to raise awareness about their problem and solution.

## Rubric for "Imagine Story: Problems and Solutions"

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Participation	Actively engages in discussions and activities, contributing insightful ideas.	Participates in discussions and activities, sharing relevant ideas.	Participates but is often quiet or hesitant to share.	Rarely participates in discussions or activities.
Research Depth	Conducts thorough research, clearly identifying root causes and effects of the problem.	Conducts good research, identifying some root causes and effects.	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.	Expresses how the problem affects people with some understanding.	Mentions how the problem affects people but lacks depth.	Does not express understanding of how the problem affects people.
Solution Design	Develops a comprehensive and innovative solution, outlining clear steps and resources needed.	Develops a clear solution with some steps and resources outlined.	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.	Writes a persuasive story with some vivid language and imagery.	Writes a story that is somewhat persuasive but lacks detail and clarity.	Writes a story that lacks persuasiveness and clarity.
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# Imagine Debate

## Objective:

Students will explore a controversial issue (e.g., climate change, gun control) and use expressive writing to understand multiple perspectives.

## Materials:

- Paper and pencils
- The Imagine Project journal
- Access to news articles and other reliable sources (computers or printed materials)

## Procedure:

### 1. Introduce the Topic

- **Discussion:** Begin the class by presenting a controversial issue such as climate change or gun control.
- **Prompt Questions:**
  - "What do you know about this issue?"
  - "What are the different sides of this debate?"
- **Write Responses:** Record students' responses on the board to visualize the different perspectives.



## 2. Research

- **Instructions:** Divide students into small groups and assign each group a specific perspective on the chosen issue (e.g., environmentalists, government officials, gun owners, activists).
- **Research Task:**
  - Each group will use computers or printed materials to research their assigned perspective.
  - They should look for key arguments, statistics, and quotes that support their viewpoint.
- **Guidance:** Circulate the room to assist students in finding credible sources and relevant information.

## 3. Expressive Writing

- **Writing Prompt:** Ask students to write a short piece from the perspective of their assigned stakeholder. Encourage them to include:
  - The stakeholder's main arguments and feelings about the issue.
  - How this perspective might differ from others.
  - **Hopeful Turn:** Encourage students to conclude their writing with a hopeful statement about finding common ground or potential solutions.

### - **Example:**

Imagine you're a hunter, born and raised in a family where respect for the outdoors and the responsibility of firearms ownership were deeply ingrained.

Imagine the thrill of the hunt, the challenge of tracking an animal, the satisfaction of providing for your family with the meat you've harvested.

Imagine knowing that responsible hunting plays a crucial role in wildlife management, controlling populations and ensuring the health of the herd.

Imagine the frustration and anger that arises when you hear politicians discussing gun control. You feel like your rights, and the rights of law-abiding citizens, are being unfairly targeted. You believe that criminals, not responsible hunters, are the problem.

Imagine the fear that your cherished traditions, the skills passed down through generations, could be taken away from you.

Imagine a future where there is a better understanding between hunters and those who have concerns about gun violence.

Imagine a society where we can find common ground, where we can work together to address the root causes of violence while respecting the rights of law-abiding citizens.

Imagine a future where the traditions of hunting can continue, where we can all enjoy the beauty of the outdoors, and where we can work together to ensure a safe future for all.



#### 4. Debate or Discussion

- **Class Debate:** Organize a structured debate where each group presents their perspective.
  - Set a timer for each group to speak (e.g., 1-2 minutes).
  - After all groups have presented, allow for a few minutes of open discussion where students can ask questions or respond to each other's points.
- **Encourage Respect:** Remind students to listen respectfully and consider each perspective thoughtfully.

#### 5. Find Common Ground

- **Class Reflection:** Conclude the lesson with a discussion on finding common ground.
  - Ask students: "What common themes did you notice in the different perspectives?"
  - Discuss how, despite differing opinions, there may be shared values (e.g., the importance of a healthy environment or community safety).

### Assessment:

- Participation in group research and discussions.
- Quality of expressive writing from the assigned perspective.
- Engagement during the debate and ability to listen and respond respectfully.

#### 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.
- **Extension:** Challenge students to anticipate counterarguments and develop responses. Encourage them to explore the historical 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

<b>Criteria</b>	<b>4 - Excellent</b>	<b>3 - Good</b>	<b>2 - Satisfactory</b>	<b>1 - Needs Improvement</b>
Participation	Actively engages in research and discussions, contributing insightful ideas.	Participates in research and discussions, sharing relevant ideas.	Participates but is often quiet or hesitant to share.	Rarely participates in discussions or activities.
Research Depth	Conducts thorough research, clearly identifying key arguments and supporting evidence.	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.