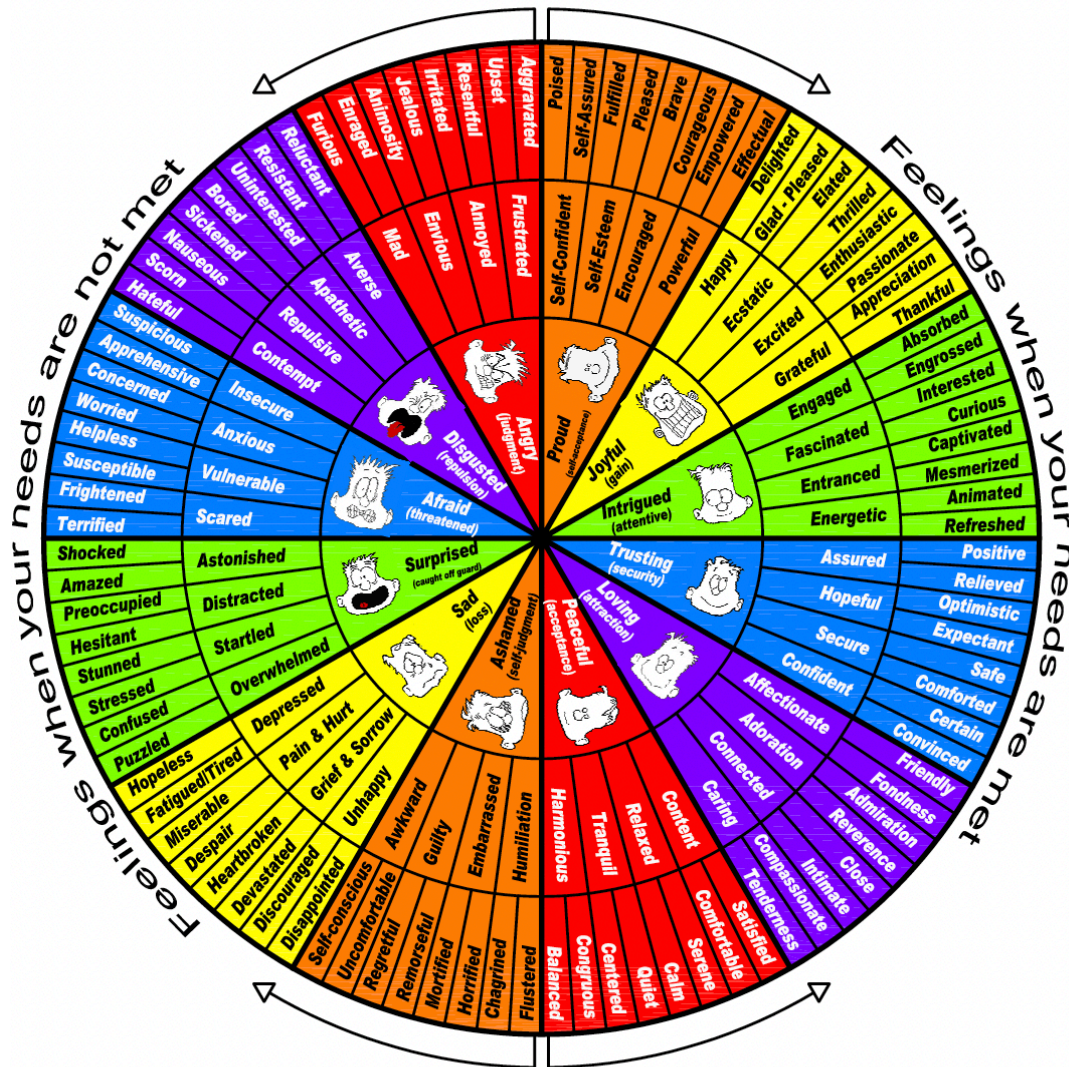


# Primary (K-2) Lesson Collection

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

## Feelings Wheel



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

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

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



# Imagining Our Classroom

## Lesson Objectives:

- Students will be able to express their feelings about a positive classroom environment.
- Students will collaboratively create a story about their imagined perfect classroom.
- Students will practice sharing their ideas and feelings with classmates.

## Materials Needed:

- Feelings Wheel
- Paper and crayons/markers
- Whiteboard and markers
- A comfortable space for sharing ideas

## Procedure:

### Introduction

#### Welcome and Warm-Up:

- Greet students and introduce the topic: "Today, we are going to imagine our perfect learning space!"
- Ask students, "What does it mean to use your imagination?"
- Briefly explain the purpose of the lesson. Start by allowing all of the creative ideas to pop out like recess all day, or ice cream breaks just to get it out of their system, but then transition to what they really need to learn at their very best. This can be a great way to set norms and behavior expectations together.

### Discussion of Feelings

#### What is The Feelings Wheel?:

- Show the Feelings Wheel and explain how it helps us talk about our feelings.
- Ask students, "How do you want to feel when you are in our classroom?"
- Encourage students to share their feelings (e.g., happy, excited, calm).
- Ask the students to act out their feelings. Ask, "What does a classroom look like that feels peaceful/joyful/loving?" You could even go into more difficult feelings and ask what is happening in a classroom where you feel uncomfortable/overwhelmed/anxious.

### Imagination Activity

#### Imagine a Perfect Classroom:

- Instruct students to close their eyes and picture their perfect classroom.
- Ask guiding questions:
  - "What does it look like?"
  - "What are the students doing?"
- Allow a minute for them to think.



### **How Do We Feel?:**

- Prompt students to think about how the students feel in their perfect classroom.
- Discuss how the teacher makes everyone feel.
- Invite students to share their thoughts with a partner.

### **Collaborative Story Creation**

#### **Creating Our Imagine Story:**

- Explain that the class will write a story together about their perfect classroom.
- Use the whiteboard to write down ideas as students share.
- Example starter: "Imagine a class where everyone listens carefully."
- Encourage students to add their feelings and ideas.

#### **Examples:**

Imagine a classroom filled with happiness.

Imagine students who are good friends to each other.

Imagine a teacher who listens.

Imagine a teacher who makes learning fun.

Imagine a classroom where everyone feels safe.

Imagine a classroom where students are excited to come to school each day.

Imagine a classroom where students are kind and respect each other.

### **Sharing and Reflection**

#### **Reading Our Imagine Story:**

- Read the completed story aloud to the class.
- Ask students, "What can you do to make our classroom like this story?" and "What will you start doing or stop doing to help our classroom become the perfect place to learn?"
- Allow a students to share their thoughts.

### **Assessment:**

- Observe students during discussions and activities to assess their ability to express feelings and contribute ideas.
- Review the collaborative story to ensure it includes a variety of feelings and ideas from students.

### **Differentiation Activities:**

- **Support:** Provide sentence starters for the collaborative story. Offer picture prompts to spark ideas for the perfect classroom. Allow students to draw their ideas before contributing to the story.
  - **Extension:** Challenge students to write individual "Imagine Our Classroom" stories after the collaborative one. Encourage them to focus on a specific aspect of the classroom, like the reading nook or art supplies. Have them create a visual representation of their ideal classroom.
-



# Imagining Our Playground

## Objective:

Students will identify emotions and write an Imagine story about a positive experience on the playground.

## Materials:

- The Feelings Wheel
- Writing/ Drawing paper
- Crayons or markers

## Procedure:

### Introduction to the Feelings Wheel

1. **Gather Students:** Have students sit in a circle.
2. **Introduce the Feelings Wheel:** Show the Feelings Wheel and explain that it helps us understand our emotions.
3. **Review Basic Emotions:** Point to each emotion (happy, sad, angry, scared) and ask students to make faces that match each emotion. Encourage them to share a time on the playground when they felt each emotion.
  - Ask the students to act out their feelings. Ask, "What does a playground look like that feels exciting/ safe/ caring?" You could even go into more difficult feelings and ask what is happening on a playground where you feel uncomfortable/overwhelmed/anxious.

### Imagination Activity

**Imagine a Perfect Playground:** - Instruct students to close their eyes and picture their perfect playground.

- Ask guiding questions:
  - "What does it look like?"
  - "What are the students doing?"
- Start by allowing all of the creative ideas to pop out like build a water slide, or put in a merry go round just to get it out of their system, but then transition to what they really need to feel their very best while they play outside. This can be a great way to set norms and behavior expectations together.

### Creating Our Imagine Comics:

- Explain that the class will write/draw a comic together about their perfect playground.
- Model using the whiteboard to write/draw down ideas as students share.
- Example starter: "Imagine a playground where everyone plays fair/ takes turns/ shares toys"



## **Sharing and Reflection**

### **Reading Our Imagine Comics:**

- Have students share their comics with each other.
- Ask students, "What can you do to make our playground like your story?" and "What will you start doing or stop doing to help our playground become the perfect place to play?"
- Allow a students to share their thoughts.

### **Assessment:**

- Observe students' participation in discussions and their ability to express emotions.
- Review students' Imagine comics for clarity. .

### **Differentiation Activities:**

- **Support:** Allow students to work in teams of two to gather ideas and write/draw their comics.
  - **Extension:** Challenge students to create a list of rules that will help their playground be a better place to play and present it to the principal.
- 

# **Imagining the Emotion of the Week - Happy**

## **Objectives:**

- Students will be able to identify and express the emotion of happiness.
- Students will create a short story using vivid language and sensory details.

## **Materials:**

- The Feelings Wheel
- The Imagine Project writing prompts
- Markers or crayons
- Paper
- Mentor Text: \*The Day the Crayons Quit\* by Drew Daywalt (or your book of choice)



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:

### Introduction to the Feelings Wheel

#### 1. Introduce the Feelings Wheel:

- Show the Feelings Wheel to the students.
- Focus on the emotion "happy." Explain that happiness is a feeling we all have. Each week you could do a similar lesson focusing on a different emotion.
- Ask the students to act out the different emotions on the wheel and have the other students guess which one it is.

#### 2. Discussion:

- Ask students, "What makes you happy?"
- Encourage them to share examples, such as:
  - Playing with friends
  - Eating their favorite food
  - Receiving a gift
- Write their responses on the board to create a list of happy things.

### Shared Reading

#### 1. Read Aloud:

- Read excerpts from \*The Day the Crayons Quit\* aloud to the class.
- This book can be used for a variety of emotions throughout the year. Read the book in its entirety before this lesson so you can refer to specific pages as you explore different emotions.

#### 2. Discussion:

- After reading, ask questions such as:
  - "How did the green crayon feel?"
  - "What made them feel that way?"
- Encourage students to share their thoughts about happiness in the story.





## **Writing Activity: "Imagine your happiest day."**

### **1. Introduce the Writing Prompt:**

- Explain that students will write about a time they felt very happy or they will imagine what would happen on a day that would make them feel very happy.

### **2. Guide Students:**

- Encourage them to use details in their writing/drawing. For example:
  - "Imagine feeling happy when you get to go to the park and swing with your friend."
- Provide paper and markers or crayons for students to write and illustrate their stories.

### **3. Support Writing:**

- Walk around the classroom to assist students who may need help with writing or drawing.

## **Sharing and Reflection**

### **1. Sharing Time:**

- Invite students to share their stories with the class.
- Encourage them to read their stories aloud or show their illustrations.

### **2. Class Discussion:**

- Discuss the similarities and differences in their experiences of happiness.

## **Conclusion**

### **1. Wrap-Up:**

- Thank the students for sharing their happy stories.
- Remind them that happiness can come from many different experiences.
- Encourage them to look for happy moments in their everyday lives.

## **Assessment:**

- Observe students during discussions and activities to assess their ability to express happiness.
- Review students' stories for creativity and use of details.

## Differentiation Activities:

- **Support:** Provide a word bank with descriptive words related to happiness. Offer sentence starters for writing. Allow students to tell their happy story orally before writing it down.
  - **Extension:** Challenge students to write about a time they made someone else happy. Encourage them to explore the different ways happiness can be expressed. Have them create a "Happy Book" filled with drawings and stories about happy moments.
- 

## Your First Imagine Story

### Learning Objectives:

- Identify basic emotions (happy, sad, angry)
- Use imagination to create a new ending to a challenging situation
- Express emotions creatively through pictures and simple sentences

### Materials:

- Feelings Wheel with basic emotion faces (happy, sad, angry)
- Crayons, markers, or colored pencils
- Large sheets of paper (construction paper works well)
- Byron- The Caterpillar Who Loved to Imagine by Dianne Maroney or age-appropriate picture books about overcoming challenges (see Mentor Texts below)

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:

#### Introduction:

1. **Show the picture chart with emotions.** Ask students to identify each emotion and make silly faces together. Guess which emotions students are showing.
2. **Read a short picture book about overcoming a challenge.**
  - "Corduroy" by Don Freeman
  - "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst
  - "The Paper Bag Princess" by Robert Munsch (focus on Princess Winnifred's bravery)





- "My Happy Place" by Emily Winfield Martin
- "The Very Hungry Caterpillar" by Eric Carle (focus on overcoming challenges and transformation)

### Activity:

1. **Tell students they will create a story where they imagine a new ending to a small challenge.**
2. **Ask students:**
  - "Think about a time you felt sad (or angry)."
  - (Give examples of small challenges: lost toy, couldn't build a block tower, etc.)
  - "Show me a sad face!" (Point to the picture chart)
3. **On large paper, have students draw a picture of themselves experiencing the challenge.**
4. **Ask students:**
  - "How did you feel better? What did you do or could you imagine doing?"
5. **Encourage students to draw a picture of their new ending.** This could involve a friend helping, finding a lost toy, or successfully building the tower.
6. **For students who are comfortable, have them write a simple sentence about their picture.** This could be "I felt sad" or "I'm happy now!"

### Wrap-up:

1. **Have students share their pictures and stories with the class.**
2. **Discuss the importance of using our imaginations to make ourselves feel better.**

### Differentiation Activities:

- **Support:** Provide a story frame with sentence starters and picture prompts. Offer one-on-one assistance with drawing and writing. Allow students to tell their stories orally.
  - **Extension:** Challenge students to write a longer "Imagine" story with more details. Encourage them to include different emotions. Have them create a comic strip depicting their story.
-



# 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
- Pens or pencils
- Markers or crayons (optional)

## Procedure:

### Introduction

#### 1. Explain Imagination:

- Begin by asking students, "What does it mean to imagine?"
- 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 ask students to make faces that match each emotion (happy, sad, excited, scared, etc.).

#### 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 (10 minutes)

#### 1. Share Your Examples:

- Share three things you are proud of and the emotions that go with them.  
Example: "I am learning to ride my bike! I feel proud!"
- Share three things that challenge you.  
Example: "I am nervous about speaking in front of the class."

#### 2. Write Your Imagine Statement:



- Write your example on the board as an imagine statement:
  - "Imagine feeling afraid about speaking in front of the class."
- Identify the opposite emotion on the Feelings Wheel (afraid/confident)
- Write your hopeful example on the board:
  - "Imagine feeling confident speaking in front of the class."

## **Guided Practice**

### **1. Identify Proud Moments:**

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

### **2. Identify Challenges:**

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

### **3. Write an Imagine Statement:**

- Guide students to write or draw their Imagine Statement about experiencing one challenge.
- Encourage them to think about the opposite emotion they want to feel and write about imagining themselves overcoming 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.

## **Follow-Up**

### **1. Turn Imagine Statements into Goals:**

- Help students transform their Imagine Statements into "I am, I can, I will" statements.
- Example: "I am confident. 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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# Imagining Problems and Solutions

## Objective:

- Students will identify a simple problem in their community and brainstorm solutions, expressing empathy for those affected.

## Materials:

- The Imagine Project Journal
- Markers or crayons
- Large paper or chart paper
- Feelings Wheel to refer to

## Procedure:

### Introduction to the Problem

#### 1. Discuss a Community Problem:

- Gather students in a circle.



- Ask, "What is a problem we see in our community?"
- Introduce a simple problem, such as "Our playground needs more swings" or "The park is dirty."
- Write the problem on the board or chart paper.

## **Empathize**

### **2. Imagine Feelings:**

- Ask students, "How would it feel if we couldn't play on the swings?"
- Encourage them to close their eyes and imagine:
  - "What would you miss?"
  - "How would it make you feel?"
- Invite a few students to share their thoughts.
- For example: "Imagine feeling frustrated because you see trash on the playground every day." or "Imagine feeling sad because the pages in our favorite books are missing."

## **Brainstorm Solutions (10 minutes)**

### **3. Think of Solutions:**

- Ask, "What can we do to help solve this problem?"
- Write down their ideas on the board. Examples might include:
  - "Imagine asking the principal for more swings."
  - "Imagine organizing a clean-up day at the park."
- Encourage students to think of creative and kind solutions.

## **Write an Imagine Story**

### **4. Guide the Writing Process:**

- Explain that they will write an "Imagine Story" about the problem and their solution.
- Provide a story starter:
  - "Imagine... you are at the playground, but there are no swings. You wish there were swings..."
- Encourage them to use their imagination and include feelings:
  - "Imagine how happy everyone would be if we had swings!"
- Allow students to write and illustrate their stories in their Imagine Project Journals.

Imagine you are at the park, but there are no swings.

Imagine you wish there were swings...

Imagine you feel sad and disappointed.

Imagine how much fun it would be to swing with your friends.

Imagine you think of a great idea!

Imagine you could ask the park manager to add more swings.

Imagine you could even draw a picture of what the new swings could look like.

Imagine how happy everyone would be if we had swings!



## Share Stories

### 5. Sharing Time:

- Invite students to share their Imagine Stories with the class.
- Emphasize the importance of listening and showing empathy for each other's ideas.
- Ask questions like, "How did your solution help others?"

## Conclusion

- Wrap up by thanking students for their creativity and empathy.
- Remind them that by working together, they can help solve problems in their community.
- Choose one of the problems to solve as a class and take action to help your community.

## Assessment:

- Observe students during discussions and activities to assess their understanding of empathy and problem-solving.
- Review students' Imagine Stories for creativity and expression of their solutions.

## Differentiation Activities:

- **Support:** Provide a list of common community problems and potential solutions. Offer sentence starters for writing the "Imagine" story. Allow students to draw their solutions before writing about them.
- **Extension:** Challenge students to research real-world examples of initiatives addressing similar community problems. Encourage them to develop a detailed plan for implementing their solution, including steps and resources. Have them create a presentation to share their problem and solution with the class.

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# Imagining Character Emotions

## Objective:

Students will identify and express basic emotions in fictional characters, specifically those in "The Day the Crayons Quit," and relate them to their own personal experiences.





## Materials Needed:

- A copy of "The Day the Crayons Quit" by Drew Daywalt (or any picture book that has characters who exhibit strong emotions) 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
- Markers or crayons
- Paper

## Procedure:

### Introduction

#### Share Emotions:

- Explain that emotions are feelings we have, and we can show them with our faces, words, and actions.
- Begin by asking students, "Can you tell me about a time when you felt really happy, sad, or mad?" Allow a few students to share their experiences.
- Introduce the Feelings Wheel as a tool to help identify specific emotions.

### Read Aloud

#### 1. Read "The Day the Crayons Quit":

- Read the book aloud to the class with enthusiasm.
- Pause at key moments to highlight the emotions of the crayons.
- For example, when the red crayon feels frustrated, say, "Imagine how the red crayon feels.

Have you ever felt like that?"

#### 2. Identify Character Emotions:

- Ask students to identify the crayons' emotions and place them on the Feelings Wheel.
- Discuss why the crayons might feel that way. For example, "Why do you think the green crayon feels sad?"

### Personal Connection

#### 1. Share Personal Experiences:

- Encourage students to share their own feelings related to the characters' emotions.
- Ask questions like:
  - "Have you ever felt frustrated when something didn't work out?"



- "How did you feel when you lost a favorite toy?"

## Creative Expression

### 1. Draw, Write, or Act:

- Provide students with paper and markers.
- Ask them to draw a picture of a time they felt a strong emotion, similar to one of the characters.
- Have them write a short sentence about or act out their drawing, describing their feelings. For example, "I felt sad when my toy broke."

## Class Sharing

### 1. Share Drawings:

- Invite students to share their drawings and sentences with the class.
- Encourage classmates to listen and ask questions about each other's feelings. Point out connections between students who experienced similar emotions or situations to help students see that they are not alone in their feelings.

## Assessment:

- Observe students during discussions and activities to assess their understanding of emotions.
- Review students' drawings, performances, and writing for creativity and expression of feelings.

## Differentiation Activities:

- **Support:** Provide a list of emotions with definitions and examples. Offer sentence starters for the writing activity. 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 actions. Have them create a "character emotion chart" to visually represent emotional shifts.

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# Imagining Point of View and Perspective

## Objectives:

- Students will understand the concept of point of view.
- Students will identify and express the emotions of characters in a story.



## Materials Needed:

- The Imagine Project journal
- The Feelings Wheel
- A simple children's 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:

### Introduction to the Feelings Wheel

#### 1. Introduce the Feelings Wheel:

- Show the Feelings Wheel to the students.
- Explain that feelings can be like colors on a wheel, and each color represents a different emotion and the opposite emotion is in the same color across the wheel.

#### 2. Identify Emotions:

- Point to different emotions on the wheel (happy, sad, angry, scared).
- Ask students to make faces that match each emotion. For example, "Can you show me a surprised face?"

#### 3. Discuss Characters' Feelings:

- Ask students how characters in stories might feel. For example, "How do you think the caterpillar feels when he is hungry?"

## Read Aloud

#### 1. Read the Story:

- Read "The Very Hungry Caterpillar" or your picture book of choice aloud.

#### 2. Pause and Discuss:

- At key moments in the story, pause and ask questions:
  - "How do you think the caterpillar feels when he eats the food?"
  - "What emotion do you think he has when he is still hungry?"

#### 3. Use the Feelings Wheel:

- After each question, refer back to the Feelings Wheel.



- Help students visualize and label the emotions. For example, "When the caterpillar eats, he feels happy!"

## **Imagine a Character's Feelings**

### **1. Choose a Character:**

- Choose the caterpillar as the character to focus on.

### **2. Writing Activity:**

- In their Imagine Project journals, guide students to write a short story from the caterpillar's point of view.

- Prompt them with questions:

- "What does the caterpillar think when he is hungry?"
- "How does he feel when he eats a big piece of cake?"

### **3. Encourage Emotion Focus:**

- Remind students to focus on the caterpillar's feelings and thoughts.
- Provide sentence starters if needed, such as "I feel..." or "I think..."

## **Share and Discuss**

### **1. Sharing Time:**

- Invite students to share their stories with the class.
- Encourage them to read their stories aloud or act them out in front of the class.

### **2. Class Discussion:**

- After each story is read or acted out, discuss how the caterpillar felt in different parts of the story.

- Ask questions like:

- "How did the caterpillar feel?"
- "What made him feel that way?"

### **3. Reflect on Perspectives:**

- Discuss how each student's story reflects the caterpillar's unique perspective and feelings. Connect the feelings the characters have to the feelings that the students have in their lives.

## **Conclusion**

- Wrap up the lesson by thanking students for sharing their stories.
- Remind them that understanding how characters feel helps us enjoy stories even more.



## Assessment:

- Observe students during discussions and activities to assess their understanding of point of view and emotions.
- Review students' stories in their Imagine Project journals for creativity and expression of the character's feelings.

## Differentiation Activities:

- **Support:** Provide a character analysis worksheet to guide students' thinking about the caterpillar's feelings. Offer sentence starters for writing from the caterpillar's point of view. Allow students to act out scenes from the book to better understand the caterpillar's experiences.
  - **Extension:** Challenge students to write from the perspective of another character in the story (e.g., the butterfly, a piece of food). Encourage them to compare and contrast the different perspectives. Have them create a puppet show telling the story from different viewpoints.
- 

# The 30-Day Imagine Challenge

**Objective:** Students will learn to practice gratitude, kindness, and imagination through a daily writing and sharing activity.

### Materials:

- Journals or notebooks
- Pens or pencils
- Markers or crayons (optional)

### Procedure:

#### Introduction to the Challenge:

- Explain the concept of imagination and how it can help us dream big.
- Introduce the idea of gratitude and kindness.
- Explain the 30-Day Imagine Challenge:
  - Every day, students will write/draw and share:
    - 3 things they imagine happening in their lives
    - 3 things they are grateful for



- 1 act of kindness they have done or plan to do

### **Model the Activity:**

- Share your own examples of imagination, gratitude, and kindness.
- Write your own entries in a journal or on the board.

### **Guided Practice:**

- Have students brainstorm ideas for their first day's entries.
- Provide sentence starters or prompts to help them get started:
  - "Imagine..."
  - "I am grateful for..."
  - "I will be kind by..."
- Guide students in writing their entries in their journals.

### **Sharing Time:**

- Create a safe and supportive environment for sharing.
- Encourage students to share their entries with the class.
- Listen attentively and offer positive feedback.

### **Daily Practice:**

- Set a daily reminder to complete the challenge.
- Encourage students to keep their journals and continue the challenge for 30 days.

### **Assessment:**

- Observe students' participation in the daily challenge.
- Review students' journal entries for creativity, gratitude, and kindness.
- Assess students' ability to share their thoughts and feelings with the class.

### **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. Students can also just share their thoughts orally.
- **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 collage or scrapbook documenting their challenge experience.