

**IMAGINE AND LITERACY K-5: Using the Imagine Project to Enhance Literacy
Curriculum: Empowering Kids to Overcome Drama, Trauma, and Stress through Literacy**

Unit of Study: The Imagine Project	Grades: K- 5th
Academic Standards:	<p>ELA Standard 1. Oral Expression and Listening</p> <ul style="list-style-type: none"> ● Create a plan to effectively present information both informally and formally. <p>ELA Standard 2. Reading for All Purposes</p> <ul style="list-style-type: none"> ● Read a wide range of literary texts to build knowledge and to better understand the human experience. ● Apply strategies to comprehend and interpret literary texts. <p>ELA Standard 3. Writing and Composition</p> <ul style="list-style-type: none"> ● Express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills, Self-Awareness) ● Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication)
Objectives:	<ul style="list-style-type: none"> ● For students to use writing as a catharsis ● To empower kids to use literacy and share feelings through written expression ● To build classroom community and trust ● To build empathy among peers and adults ● To learn resilience and grit ● Build hope and coping strategies
Materials:	<ul style="list-style-type: none"> ● Printed version of <u>The Imagine Journal For Kids</u>

	<p>https://theimagineproject.org/the-7-step-journals/</p> <ul style="list-style-type: none"> ● Sample Imagine Stories/drawings ● Pencils, colored pencils, pens, or typing tool (if desired) ● Mentors Texts (see list)
Unit Lessons:	
Lesson 1: The Grit Game (2 - 30 minute sessions)	<p>Step 1: Essential Question - What do you do when you experience life's frustrations? Pal-Pair-Share</p> <p>Step 2: Define Resilience and Grit Resilience - the ability to recover quickly from difficulties; toughness. Grit - courage and resolve; strength of character.</p> <p>Step 3: The Grit Game! There are four areas of life every person needs to embrace daily to create resilience and grit: physical, mental, emotional and social connection. Here is a game you can do with the kids to keep them moving, teach them resilience techniques, and have fun!</p> <p>1. Physical movement: Jump up and down, a couple of jumping jacks, or if they are sitting have them raise their arms and make a fist a few times or clap 10 times. https://app.gonoodle.com/activities/100m-hurdles?s=category&t=Competition&sid=45</p> <p>2. Mental stimulation: Have students snap their fingers while counting backward from a number. https://app.gonoodle.com/activities/banana-banana-meatball?s=category&t=Math&sid=10</p>

	<p>3. Emotional: https://www.youtube.com/watch?v=ikuiByrF6rs Show babies dancing YouTube - Have them say, “Aw” loudly when babies are dancing. Students really connect with their hearts.</p> <p>4. Social: Have the kids shake someone’s hand (demonstrate) while looking into the other person’s eyes—do this for 6 seconds. https://app.gonoodle.com/activities/secret-handshakes-number-5?s=category&t=Partner%20Up&sid=43</p> <p>Step 4: Share pictures of life’s struggles - Identify which type of grit is needed to promote resiliency.</p> <p>(See picture document)</p> <p>Share <u>Inside Out</u> YouTube clip to identify grit used: https://www.youtube.com/watch?v=ISaHt3ps1dM Sadness finds Joy</p> <p>Step 5: Read <u>Malala’s Magic Pencil</u> by Malala Yousafzai (see mentor text list) Discuss how Malala uses all four types of grit in her life.</p>
Lesson 2: Celebrations (30 minutes)	<p>Step 1: Essential Question - As a way to reflect on the positives in your life, what are you most proud of? What are celebrations in your life?</p> <p>Step 2: Read <u>Chrysanthemum</u> by Kevin Henkes (see mentor text list) and discuss what Chrysanthemum celebrated in her life.</p> <p>Step 3: Remind students what they can be</p>

	<p>proud of and what is going well in their lives by having students brainstorm examples.</p> <ul style="list-style-type: none"> ● The goal I made in soccer ● How hard I work in school ● My family ● My new badge from Boy Scouts ● My reading level <p>Step 4: Use the <u>Celebrations</u> brainstorming worksheet to document examples from students' lives. Students can write words around the pictures, draw pictures, etc. Create a class word bank of examples as your students brainstorm independently. Students who feel comfortable can share ideas for you to write on class word bank.</p>
<p>Lesson 3: Reflections (30 minutes)</p>	<p>Step 1: Essential Question - Sometimes you encounter difficult experiences in your life. What is an experience in your life that has been difficult?</p> <p>Step 2: Discuss difficult emotions and identify them. Create a word bank of those emotions: anger, frustration, sadness, melancholy, heartache, loneliness, doubt, insecurity, etc.</p> <p>Step 3: Read <u>When Sadness is at Your Door</u> by Eva Eland. Discuss resilience and overcoming obstacles.</p> <p>Step 4: Discuss with students how difficult experiences occur in our lives. Remind students that using grit and resilience can help overcome challenging obstacles. Have students brainstorm life experiences that connect to difficult emotions:</p> <ul style="list-style-type: none"> ● Moving ● Losing a pet ● Parents getting a divorce ● Being bullied ● Losing a friend <p>Step 5: Use the <u>Reflections</u> brainstorming worksheet to document examples from students' lives. Students can write words</p>

	<p>around the pictures, draw pictures, etc. Create a class word bank of examples as your students brainstorm independently. Students who feel comfortable can share ideas for you to add to the class word bank.</p>
<p>Lesson 4: Show, Don't Tell Emotions</p>	<ul style="list-style-type: none"> ● Step 1: <i>See page 12.</i> <ul style="list-style-type: none"> - Ask students to identify a challenging experience. - Generate a list of ideas as a class. You may also provide clozed sentences such as, "A time when I felt sad/scared/worried was _____." "I felt this way because _____." - <i>Some ideas include: bullying, family challenges, losing a pet, moving, divorce, losing a friend, struggling with a learning disability, learning a new sport, etc.</i> ● Step 2: <i>See page 12.</i> Ask students to answer the question "How did this make me feel? Name the emotion." ● Step 3: Model "Showing, Not Telling." What does your face look like when you're feeling _____? ● What does your body do when you're feeling _____? ● What do you say when you're feeling _____? - <i>Example: Emotion: Sad</i> - <i>Face: Tears rolled down my red cheeks</i> - <i>Body: My shoulders slumped</i> - <i>Say: "Why are they so mean?" (This may transfer to the imagine story like this:</i> <p><i>Ex.: Imagine the bullies Imagine their laughter as you walk past them Imagine the sadness Imagine the tears rolling down your red cheeks</i></p>

*Imagine your shoulders slumping
Imagine asking, "Why are they so mean?"*

- Step 4: Setting: *See page 12.* Ask students, "Where do you go when you're feeling this way?" Students can write a description or draw a picture.
- *Example: I like to lie on my bed and snuggle beneath my blue and white blanket grasping my brown teddy bear, Mr. Cuddles.*

*Ex.: Imagine lying on your bed snuggling beneath your blue and white blanket
Imagine grasping your only friend--Mr. Cuddles, your favorite stuffed animal*

- Step 5: Action Plan: *See page 12-13.* Ask "How did you show grit and resilience?" (Ask students to review ways to show resilience)
- Repeat Step 3 but focus on resilience and the positive emotions. Ask students to answer this question, "*How did this Action Plan change your feelings? Name the emotion.*" *Show, Don't Tell.*
- What does your face look like when you're feeling _____?
- What does your body do when you're feeling _____?
- What do you say when you're feeling _____?
- *Example: Emotion: Proud*
- *Face: A smile spread across my face*
- *Body: I stood tall*
- *Say: "I made new friends!"*

*Ex.: Imagine making new friends
Imagine a smile spreading across your face
Imagine standing tall knowing you're not alone
Imagine saying, "Mom! I've made new friends!"*

Step 6: Setting: *See page 13.* Ask students, "Where do you go when you're feeling this way?" Students can write a description or

	<p>draw a picture.</p> <ul style="list-style-type: none"> - <i>Example: Playing on the playground at recess with new friends</i> <p><i>Ex.: Imagine playing with your new friends on the playground.</i></p> <p><i>Imagine slipping down the slide laughing like a hyena.</i></p>
<p>Lesson 5: The Imagine Story</p>	<p>Step 1: <i>See page 14-15</i></p> <p>Bring all the scaffolded pieces together to write a rough draft of your Imagine story.</p> <p>Imagine...(the challenging experience)</p> <p>Imagine...(how it made you feel, show/don't tell)</p> <p>Imagine...(the setting, where do you go when you're struggling?)</p> <p>Imagine...(how did this experience change you? What did you learn? Show/Don't Tell the positive emotions)</p> <p>Step 2: Ask students to write or type their Imagine story without showing the scaffolded parts.</p>

Extras:

Mentor Texts:

<u>K-2 TEXTS</u>	<u>3-5 TEXTS</u>
<u>Byron the Caterpillar Who Loved to Imagine</u> by Dianne Maroney	<u>Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan: Two Stories of Bravery</u> by Jeanette Winter
<u>When Sadness is at Your Door</u> by Eva Eland	<u>The Story Of Ruby Bridges: Special Anniversary Edition</u> by Robert Coles and George Ford
<u>Malala's Magic Pencil</u> by Malala Yousafzai and Kerascoet	<u>Thank You Mr. Falker</u> by Patricia Polacco
<u>Chrysanthemum</u> by Kevin Henkes	<u>My Rotten Redheaded Older Brother</u> by Patricia Polacco
<u>Ella McBella in the Dark</u> by Laura Pells (release date January 2021)	<u>Wonder</u> by RJ Palacio
<u>If Kids Rule the World</u> by Linda Bailey	<u>The Bridge Home</u> by Padma Venkatraman
<u>When You Are Brave</u> by Pat Zietlow Miller and Eliza Wheeler	<u>Out of My Mind</u> by Sharon M. Draper
<u>Corduroy</u> by Don Freeman	<u>Because of Mr. Terupt</u> by Rob Buyea

Lesson 1: The Grit Game:

The Grit Game!

Show pictures and have students decide on types of grit needed in each picture.



Lesson 2: Celebrations

Name _____

Date _____

Directions: Use the images below to brainstorm specific celebrations in your life. What are you most proud of in your life? What brings you joy and happiness in your life?

CELEBRATIONS



Birthday Parties



School Celebrations



Celebrations in Sports and/or
Extra Curricular Activities



Family Celebrations



Holidays

What else can you celebrate?

Lesson 3: Reflections

Name _____

Date _____

Directions: Use the images below to brainstorm specific celebrations in your life. What are you most proud of in your life? What brings you joy and happiness in your life?

Reflections



Lesson 4: Show, Don't Tell Emotions

Name _____

Date _____

1.) The challenging experience:

2.) How did this challenging experience make you feel? Name the emotion.

a.) SHOW IT!

FACE:

BODY:

SAY/THINK:

b.) SETTING

Where do you go when you're feeling this way? Describe the setting or draw it.

3.) Action Plan: What can you do to make yourself feel better? What is your solution? Your hopes?

1.) Action Plan, How you showed grit and resilience:

2.) How did this action plan change your feelings? Name the emotion.

a.) SHOW IT!

FACE:

BODY:

SAY/THINK:

b.) SETTING

Where do you go when you're feeling this way? Describe the setting or draw it.

Lesson 5: The Imagine Story

The Imagine Project

Directions: It's time to choose one challenging experience in your life and write an Imagine Story about it. Begin each sentence in your story with the word Imagine...

Start by picking one difficult time in your life, past or present, and tell the story of that experience. Start the story with your first memory-what your heart and mind think of first when the incident comes to mind.

Imagine ...

(The Challenging Experience)

Imagine ...

(How it made you feel? - Name the emotion. What does your face and body look like? What do you say?)

Imagine ...

(Where do you go when you are struggling with this challenge? Setting?)

Imagine ...

(How has it changed you? What have you learned from this experience?)

Imagine Story Part II: The Hopeful Part!

Directions: Now it's time to dream about what you want to do in your life! It's time to create a new story.

Imagine ...

(Action plan = Hope)

Imagine ...

(Solution #1)

Imagine ...

(How will this be better for me?)

Imagine ...

Example Student Imagine Stories:

SAMPLE A:

Imagine... not being able to think or focus on one thing
or on a test.

Imagine... listening to your mind, your only friend, hurt you.

Imagine... not being able to give your mom a great big hug when you need one because you are
all the way at school.

Imagine... being able to look at the world with many ideas and perspectives. You decide.

Imagine... if you could overcome ADHD and push it out of the way.

Imagine... if you could mold a world of your own with your mind!

Imagine... if you could get work done without getting distracted constantly.

Imagine...that your ADHD will be your superpower one day.

SAMPLE B:

Imagine... having dyslexia and being embarrassed that you are not a good reader.

Imagine... reading and words becoming fuzzy and the words not taking shape.

Imagine... being mad, a slow reader, and feeling very dumb.

Imagine... getting bullied for not reading well.

Imagine... hating school because people tell you you are stupid.

Imagine... learning to read and feeling pride.

Imagine... people helping you learn to read and persevere.

Imagine... feeling pride to overcome the obstacle of reading and starting to like school again.

Imagine... being a good student, reader, and one day, being a teacher to help others read.

Example Character Imagine Stories:

Malala's Imagine Story

Imagine... being targeted every time you try to attend school just because you are a girl.

Imagine... having to ride to school on a bus just because it is too dangerous to walk.

Imagine... being shot and attacked on that bus because you believe in the right for girls to be educated.

Imagine... being flown on many different vehicles to many different hospitals because strangers want to save you.

Imagine... waking up in a hospital after surviving a gunshot wound you should have died from.

Imagine... bringing inspiration to millions of people around the world including girls who want an education.

Imagine... giving a speech for all the world to hear.

Imagine... being the youngest person to win the Nobel Peace Prize.

Imagine

August Pullman Edition

Imagine acting normal but knowing you're the opposite

Imagine having a cleft palate

Imagine having 27 surgeries

Imagine almost dying

Imagine having a Treacher Collins Syndrome

Imagine having a syndrome only one out of 50,000 people have

Imagine never going to school

Imagine being ostracized because of how you look

Imagine being not able to look at yourself in the mirror

Imagine not getting the education you deserve

Imagine having only one person thinking you're ordinary

Imagine that person being you

Imagine only having one friend

Imagine your sister and parents being the ones who need to protect you
Imagine being alone
Imagine feeling useless
Imagine finally going to school
Imagine the other kids bullying you because of your face
Imagine pain
Frustration
Agony
Sadness
Imagine faking sick so you can get away from the kid who was pretending to be your friend
Imagine kids screaming when they see you
Imagine being an outsider
Imagine people talking behind your back
Imagine people taking the time to get to know you
Imagine making friends
Imagine teaching others that you're not different on the inside
Imagine your friend punching a bully to protect you
Imagine getting an award at school
Imagine not wearing your space helmet anymore
Imagine your parents' comforting voices
Imagine being wrapped in a warm blanket of love
Imagine not feeling alone
Imagine winning a war
Not just the battle
Imagine gaining hope
Imagine feeling cool for the first time ever
Imagine love
Imagine freedom
Imagine kindness
Imagine winning an award
Imagine feeling like a king
Imagine your best friends sitting beside you
Imagine the cheers
Imagine happy tears streaming down your face
Imagine feeling like a champion

ENRICHMENT IDEAS:

- 1.) Point of View (writing in 'second person')

- 2.) Tone/Mood
- 3.) How Characters Change Over Time
- 4.) Character Traits
- 5.) Songs