

Imagine Project-‘Writing-to-Heal’ Lessons - Daily Lesson Plan

Teacher:	Grade: 6 th -12 th	Subject: Language Arts, Social Studies, Homeroom, Social-Emotional Learning, Various Electives, etc.
Unit Title: Unit 1	Date of Lesson:	
Common Core Standards Used (Eighth Grade Standards used, but applies to multiple content area standards for grades 6th-12th)	<p>W.8.3.3: Reading, Writing and Communicating-Standard 3.3 Writing and Composition-Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.</p> <p>CH.8.3.2. & 4.5 Comprehensive Health Eighth Grade, Standard 4. Prevention and Risk Management 4.5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior. 3.2 Analyze internal and external factors that influence mental and emotional health.</p>	
Objective (or Content Language Objective)	SWBAT write an original journal entry from processing trauma/life difficulty using a seven step writing process.	
Texts Needed	Printed version of the student journals, sample stories attached or stories from the book/website, <i>The Imagine Project: Stories of Courage, Hope and Love</i> (www.theimagineproject.com), YouTube video examples, YouTube song references.	
Materials Needed	Extra paper, pen or pencils, balloons and sharpies (both optional)	
Agenda Item + Time	Description of Task (Consider depth of knowledge)	
Do Now: Time: 8 minutes	<ul style="list-style-type: none"> • What are three things you do when you are feeling negative emotions (anger, sadness, lonely, etc.) to help you feel better? • Can be done as a ‘quick-write’, Think-Pair-Share, group discussion, small group discussion, etc. 	
Agenda and Announcements: Time: 2 minutes	<ul style="list-style-type: none"> • Objective and Today’s Writing Goal – “I will be able to write out my Imagine Story using a seven-step writing process, class discussion, word banks, & sentence stems.” 	
Building background / hook / student relevance: Time: 10 min.	<p>Engage & trigger background knowledge-Overview of T.I.P Step 1: Review T.I.P. https://www.youtube.com/watch?v=xQ6Ee6syS74 (overview for teens), https://www.youtube.com/watch?v=yZHPJDLwqww&t=2s (general overview) and/or https://www.youtube.com/watch?v=7ujansVAROg (Maroney on Meredith Vieira Talk Show)</p> <p>Step 2: Discussion</p> <ol style="list-style-type: none"> Teacher will start discussion – “Talk about how difficult it can be for kids today/class discussion. Give some examples of challenges they might feel; showing them they aren’t alone in their fears/worries. Discuss how important it is to write down your thoughts and feelings when you are faced with difficult times in life. Expressive writing has been researched to show positive results in attitudes and emotional support, as well as improving academic work. Explain how they will write their Imagine story so they can face their challenges and let them go. Every sentence in their story will begin with the word ‘Imagine’. No grammar/spelling checks, no worries about flow, just heartfelt expression (to begin with anyway). No one will read their stories unless the student would like them read.” <p>Step 3: Read aloud (believe it or not, even the older students LOVE a good read-aloud) Read one of the sample stories attached or stories from the book, <i>The Imagine Project: Stories of Courage, Hope and Love</i> (www.theimagineproject.com). Also, the option to show a video of an imagine story (https://www.youtube.com/watch?v=pgAUW7W44So Jason Landers)</p>	
Mini-Lesson or Instruction /“I Do” <i>(Teacher’s choice as to how to approach. This lesson will focus on the ‘I do, we do, you do’ model, going from the teacher</i>	<p>Seven-Step Writing Process with music options to play while students are writing silently/independently-TEACHER WRITES, THEN STUDENTS WRITE-</p> <p>Step 1: CELEBRATE your successes (3 MINUTES) Writing exercise for students to write a quick statement of their successes and what they feel good about in their lives. Give examples. Playing music while they write is always helpful (“Celebrate” by Christina Aguilera works well)</p> <p>Step 2: REFLECT on your challenges in life (3 MINUTES)</p>	

<p><i>modeling each step and then students doing it on their own)</i></p> <p>Time: 20 min.</p>	<p>Writing exercise for the students to write any challenges in their lives, past or present. Give examples i.e. bullying, parent’s divorce, moving, loss, etc.). Music: “Story of My life” by One Direction; “Into Dust” by Mazzy Star; “Lean on Me” by Bill Withers, “Three Little Birds” by Bob Marley</p> <p>Step 3: IMAGINE (15-20 MINUTES)</p> <ol style="list-style-type: none"> First the teacher will write their Imagine Story. Take one of the challenges they just wrote down in the Reflect section and expand on it. Read the second sample of the Imagine stories (attached), or read them a story from the book, or you can show them one of the videos below. Explain-Ask them to speak from their hearts. The stories begin where they feel stuck in life. No one has to read/hear this but them if they don’t want to show anyone (unless you will be collecting them and/or using them for further writing work). If they are not comfortable writing about themselves they can pick someone they know, or someone in history that has overcome significant obstacles. Watching any or all of these videos is powerful and helpful for the students. Options of Videos to show: Go to https://theimagineproject.org/watch-our-videos/. For teens use Jay’s video, Teens talking about The Imagine Project, or Emily’s story.
<p>Guided Practice /“We Do”</p> <p>Time: 10 minutes</p>	<p>Step 1: CELEBRATE your successes (3 MINUTES) Writing exercise for students to write a quick statement of their successes and what they feel good about in their lives. Give examples. Playing music while they write is always helpful (“Celebrate” by Christina Aguilera works well)</p> <p>Step 2: REFLECT on your challenges in life (3 MINUTES) Writing exercise for the students to write any challenges in their lives, past or present. Give examples i.e. bullying, parent’s divorce, moving, loss, etc.). Music: “Story of My life” by One Direction</p> <p>AFTER STUDENTS WRITE ‘THEIR IMAGINES’-Mini Lesson (after Step 3) **Transitioning the students from negative to positive: After writing and reading their stories, the students will feel a bit down and the room will feel heavy. Sometimes the kids have a hard time transitioning to the positive. This is a great exercise to get them thinking positively.</p> <ol style="list-style-type: none"> On the top of the board write <i>Your Story</i>. Just below to the left draw a box. Ask them some words that describe how they feel after writing their stories: sad, angry, guilty, shame, etc. Write those words in the box. Explain that their stories are like anchors keeping them in those negative feelings (you can draw an anchor below the negative box). Once they’ve said as many words as you feel is adequate, put an X over the box and say, “We don’t want these stories anymore!” On the right side of the first box (under <i>Your Story</i>) draw another box. In this box ask the kids, “If you don’t want these negative emotions, what do you want instead?” Put positive feelings, etc. in the box on the right: happy, joy, brave, success, etc. Then draw a picture of balloons above or to the side of the box on the right. Tell the students, “If you want to spend more time in the positive box you have to have something to strive for, a dream you want do badly you will navigate the ups and downs in life.” The old story has to fuel them into their new dreams and possibilities. The lesson is about showing the kids that their old story can be fuel to get to their new dreams. Focusing on the old story keeps them in the negative, but focusing on the new story allows the old story to be fuel to get to a new and better place. If you have a copy of the book, <i>The Imagine Project: Stories of Courage, Hope</i>

	<p><i>and Love</i> you can give them examples of what some of those in the book wanted in life: Education, family, to be the best at something, helping others, etc. (Stories to use might be Karina Sanchez, Jason Landers, Jeff Carter, Troy Feldpouch) If they focus on their dreams they will spend more time in the positive box. If they focus on their story, they will spend more time in the negative box.</p> <p>This activity is optional, but it is VERY important that students are transitioned somehow.</p>
<p>Independent Practice / "You Do"</p> <p>Time: 15 minutes (part I) 19 minutes (part II & III)</p>	<p>Step 3: IMAGINE (15-20 MINUTES)</p> <ol style="list-style-type: none"> a. This is where they begin to write their Imagine Story. b. They take one of the challenges they just wrote down in the Reflect section and expand on it. c. Read the second sample of the Imagine stories (attached), or read them a story from the book, or you can show them one of the videos below. d. Ask them to speak from their hearts. The stories begin where they feel stuck in life. No one has to read/hear this but them if they don't want to show anyone (unless you will be collecting them and/or using them for further writing work). If they are not comfortable writing about themselves they can pick someone they know, or someone in history that has overcome significant obstacles. Watching any or all of these videos is powerful and helpful for the students. e. When finished-Give them an opportunity to read their stories to the class, to a buddy, or in small groups. This is a very powerful piece that teaches kindness, compassion, and that they are not alone. (10-15 minutes) f. (See Transitioning from negative to positive emotions in "We Do") <p>Music recommendations: "Into Dust" by Mazzy Star; "Life is Worth Living" by Justin Bieber; Three Little Birds by Bob Marley; but "Fly" by Maddie and Tay.</p> <p>Step 4: POSSIBILITIES (5-10 MINUTES)</p> <ol style="list-style-type: none"> g. Ask the students to think about what lights them up in life. Things they love to do, have, enjoy about themselves (ex: music, math, sports, being funny, drama, etc.). This gets them thinking about new more positive things in their lives. h. Next, ask them to write down at least one Imagine statement pertaining to what they want to have in life, now or in the future. Maybe it has to do with something they just wrote down, maybe it's something different. Explain that they can have whatever they want in life, but they have to design what they want, do the work to get it—no one else is going to give it to them. It all starts with creating a dream for themselves. This is about moving from the old story that held them back, to writing a new story in their lives! i. If you have time, have the students write their dreams on balloons! It helps to solidify the positive and have a little fun at the same time. j. Ask for a few volunteers to read their story out loud, it really brings the room up! <p>Step 4: I AM, I CAN, I WILL (3 MINUTES)</p> <p>Now it's time to anchor the students Imagine dreams into their awareness.</p> <ol style="list-style-type: none"> a. Have the kids transform their imagine dreams they wrote in step 4 into I statements. b. When they have done this, have each student read one set out loud. Make sure they say it like they mean it. Tell the rest of the class to clap when they believe the student reading! This is a great way to get the students believing in themselves and each other.

	<p>Fun Exercise: This is a fun exercise to show the students how their mind/thinking affects what they can do in life. Have them stand up and while facing forward hold their right arm up and out to the side. While twisting back have them reach their arm back as far as they can twist and have them remember a mark on the wall that showed them how far they went. Bring their arm back to their side. Now have them close their eyes and visualize doing the same thing but in their minds they can move their arm a foot further than before. Now have them open their eyes and have them twist back again—if they follow directions they will always be able to move their arm a foot further!! A true example of how the mind dictates what’s possible.</p> <p>Example- <i>I am smart enough to get good grades!</i></p> <p><i>I can study harder at school!</i></p> <p><i>I will get better grades in class!</i></p> <p>Step 5: DO (3 MINUTES) This step is about creating a plan to make their dreams happen.</p> <p>a. Ask them to write down 3 things they need to do to make their dreams happen; (i.e., study, practice, read more, etc.)</p> <p>Step 6: 30 DAY IMAGINE/GRATITUDE/KINDNESS CHALLENGE (3 MINUTES) A great deal has been researched and written about the importance of setting intentions and goals on a daily basis.</p> <p>a. Use this step to promote daily goal setting and imagining new possibilities in a student’s life.</p> <p>b. Research also shows that gratitude is directly related to happiness. Teaching kids daily gratitude is an important part of finding a positive perspective and developing resilience. Post/Display words Gratitude/Grateful: have a student read them, and ask them to define.</p> <p>c. Encouraging daily acts of kindness is also a great way to create more compassion in the world. Challenge the kids to write down 3 things they are grateful for and do one act of kindness every day for 30 days</p>
<p>Closure/ Summary of Lesson</p> <p>Time: 5 minutes</p>	<p>‘Exit Ticket’/Clean-up</p> <p>1) What are two things you learned today? Either about yourself, your classmate/teacher, this writing process, etc.</p> <p>2) Can be done as a ‘quick-write’, Think-Pair-Share, whole group discussion, small group discussion, etc.</p>
<p>Post-Lesson Reflection</p>	

Additional Lessons, Scaffolds, and Resources-

1. Student ‘Mentor Texts’ (texts that other students have written)-

a. Sample Story #1:

Imagine...going to high school, as you walk through the doors you have memories of all the times you’ve been picked on by other students.

Imagine...hoping this time it will be different.

Imagine...kids looking at you and you feel so awkward and small.

Imagine...finding out all of your friends from middle school have a different lunch period. Imagine...being pressured every day to do your best, even when you already have.

trying and trying to push yourself to do more.

Imagine...sitting in your first classroom in high school feeling like everyone is looking at you, thinking you are weird.

Imagine...taking your first test, thinking you didn't do very well and you end up with a B! Imagine...the stranger/person next to you asks you a question and you start to talk.

Imagine...that same person asks you if you want to eat lunch together. Imagine...your relief.

Imagine...taking a guitar class that you love. Imagine...looking forward to what the future holds next.

b. Sample Story #2:

Imagine...growing up in a media and electronic obsessed age, being pressured to be "cool" like celebrities and do what they do. Imagine...growing up on the Internet, being on the computer more than being outside. Imagine...having more Internet friends than real life friends.

Imagine...wanting to be cool like all the other kids, but not having a sport you are good at. Imagine...not starting a sport until you are twelve, being years behind everyone else.

Imagine...your mom and dad arguing all the time because of money problems, your sister is in trouble again or just because they are mad at each other.

Imagine...finding friends and finally feeling like you fit in. Imagine...joining a club that you love.

Imagine...graduating high school and going to your favorite college. Imagine...having a job you love, living in the mountains and skiing every day.

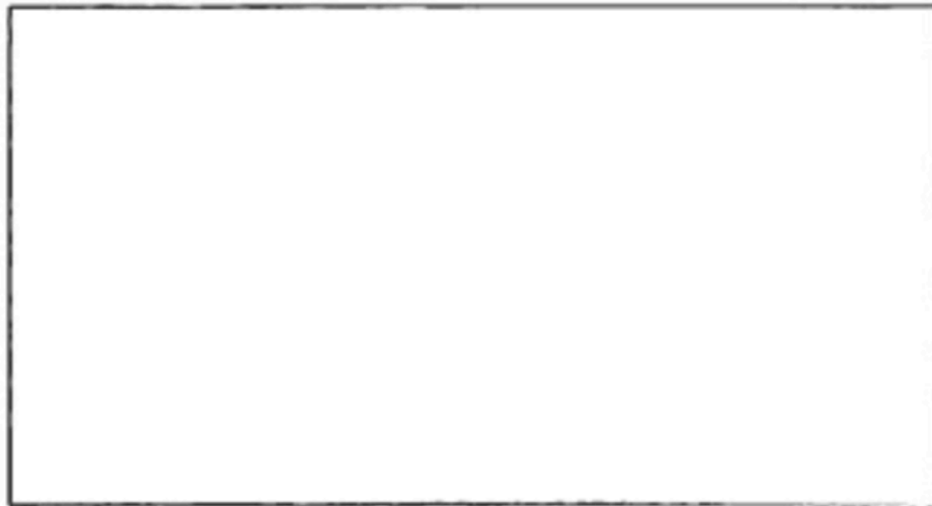
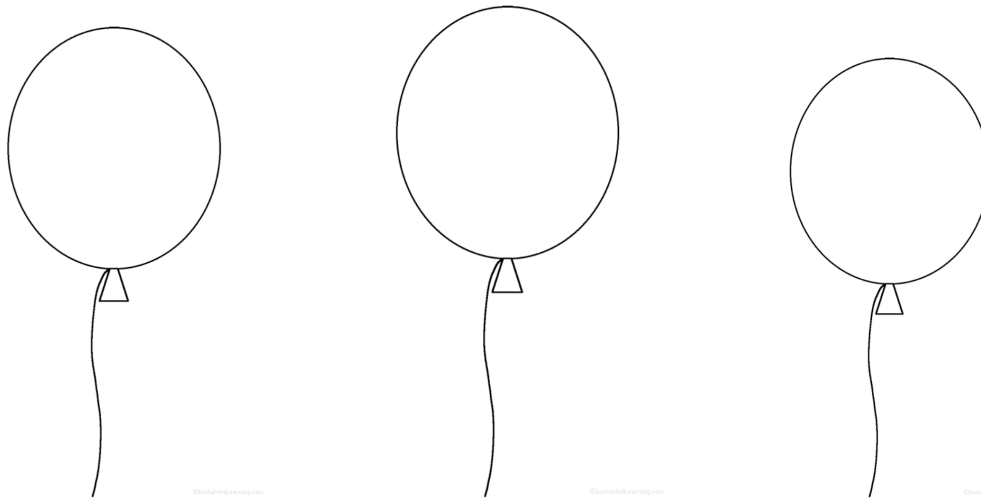
2. Accommodations and Scaffold Ideas-

Do you work with a group of kids with varying strengths, needs and writing abilities? Try one or more of these strategies to ensure Each of your learners has access to this amazing opportunity!

- Start with celebrations! (Do just this for one day. This creates a safe space for kids to share verbally before diving deeper)
- Download a voice to text app or extension (available for android tablets, apple tablets and chromebooks)
- Dictate and record your students thoughts for them. The experience is most important.
 - Make sure the student is working with an adult they trust to tell their story to
- Have students voice record each step of the journal and listen to it to write
- Have students who are reluctant to write draw their story first
- Buddy students up and have a writer scribe for a non/struggling writer
- Build the structure into your routine so it becomes familiar and students can focus on their ideas (instead of the structure). Utilize a variety of talk structures and oracy practices to ensure student participation, deeper levels of thinking and increase literacy production.
 - Model one daily imagine you have at the beginning of the day - keep it safe to share the struggles and fun to share your dreams!
 - Ie- "imagine rushing out of the house so fast you forget your breakfast and lunch on the counter."
 - Ie- "Imagine your favorite pizza place delivering the biggest pizza you have ever seen to your school...for FREE!"
 - Ie- "stop, drop and imagine".
 - Write one line of something tough so far this week
 - Write or share one line of a dream you have for the rest of this week. Sky's the limit
- Publish it and make it fun-Have students turn drawings/art of their story into a digital stories. All or part of their story. Make sure what they publish feels safe and celebrated!
 - shadowPuppetedu app
 - Seesaw (keep settings private)
 - Toontastic
 - You can turn their whole story into a digital story or just their positive IMAGINE dreams
 - Story Builder
 - WeVideo (upload to a school imagine Youtube channel)
 - PowTown
 - Animoto

- flipgrid
- Combine art with digital publishing- Have students build, paint, draw and dream their Imagine as the back drop for their digital story
- Have students create an autobiography of themselves (telling their own story as a news anchor)
 - This would be a great place to utilize digital storytelling, green screens, apps and more! Or have a few students who are willing share live with a group, class or even celebration assembly
- Providing sentence stems-“When I was a kid I...”, “What I liked about doing The Imagine Project is...”
- Allowing English Language Development students (also referred to as ESL/ESOL) complete the journals in their native language (Spanish version are provided on the website)
- Use a word bank for students to pull words from (see attached “Feeling words”, both with images and w/o) and below-

Imagine... Your Story!



Happy Wondrous Success Remarkable Adventure Fantastic	Great Brilliant	Laughter Love Health Brave Never give up!	Stunning Magnificent	Fun Travel Helping others	Excellent Hope Courage	Education Family Rich
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3. Additional Lesson Plan Options/Resources-

a. *The Grit Game*-[google presentation](#) (Slides that explain the game that can be played as a class)

b. *Rubric that can be used when TIP is being used as more of a formal writing activity-*

Name: _____ /30 Points

<u>Imagine Story</u> <u>Rubric</u>	<u>Advanced / Meets</u> <u>4-5 points</u>	<u>Getting There</u> <u>2-3 points (0-1</u> <u>point=yikes!)</u>
Intro	<ul style="list-style-type: none"> Title is significant to content Hooks the reader Gives background information 	<ul style="list-style-type: none"> Title isn't clearly connected or is missing Doesn't grab interest Confusing, unclear background
Ideas – Details	<ul style="list-style-type: none"> Narrative and imagine statements are interesting Ideas and details support and develop the theme Ideas and details give the why or how and add to the story It's obvious why you chose to write about this person Character traits - STEAL 	<ul style="list-style-type: none"> Narrative or imagine statements don't connect with reader Ideas and details don't fit or support theme Theme is told instead of shown The impact of this person's story is unclear Missing or unclear character traits Lacking follow up details
Organization	<ul style="list-style-type: none"> Imagine statements flow, taking reader on journey Transitions are creative and natural Details are organized in a logical order that helps tell the story 	<ul style="list-style-type: none"> Imagine statements jump around/confusing Transitions are unnatural, weak, general, repetitive, or missing Details jump around, confusing, or lacking
Word Choice	<ul style="list-style-type: none"> Elevated vocabulary that is natural and adds to the story Powerful verbs Writer's craft – imagery, figurative language, metaphors - are natural and add to the content 	<ul style="list-style-type: none"> Not much power in word choice, everyday words are used No risk taking Awkward or no use of crafts Things and stuff
Conclusion	<ul style="list-style-type: none"> Powerful /memorable Changed the way the reader feels Wraps it up Paragraph is included 	<ul style="list-style-type: none"> Leaves no impression or just ends Is the same as the intro Reader is left confused No paragraph included
Conventions	<ul style="list-style-type: none"> Few to no mistakes/mistakes don't interfere with meaning Avoided all no excuse mistakes 	<ul style="list-style-type: none"> Errors are noticeable and distracting No excuse mistakes present

Grade you think you deserve on your imagine story and why: _____

Other comments/feedback for the teacher: _____

c. 'The Noticings Chart' lesson to expand on *The Imagine Project*-

Name: _____ Period: _____

Read stories from *The Imagine Project* story, and complete the noticings chart.
 You need to read and take notes on **FOUR** different stories.

Story 1	Important character trait with 2-3 examples of text evidence	Theme with 2-3 examples of text evidence
<u>Person's Name:</u> Imagine story key word:	<u>Trait:</u> <u>Text Evidence:</u> 1. 2. 3.	<u>Theme:</u> <u>Text Evidence:</u> 1. 2. 3.

Please comment on each of these topics after you've read the Imagine Story.

What do you notice about the title of <u>The Imagine Story</u> and what it indicates about the content of the piece?	Comment on how this <u>Imagine Story</u> is introduced <u>AND</u> concluded. (words, structure, content) INTRODUCTION: CONCLUSION:
What stands out to you about this Imagine Story? Explain.	

Story 2	Important character trait with 2-3 examples of text evidence	Theme with 2-3 examples of text evidence
<u>Person's Name:</u>	<u>Trait:</u>	<u>Theme:</u>

<p>Imagine story key word:</p>	<p><u>Text Evidence:</u> 1. 2. 3.</p>	<p><u>Text Evidence:</u> 1. 2. 3.</p>
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Please comment on each of these topics after you've read all the Imagine Story.

<p>What do you notice about the title of <u>The Imagine Story</u> and what it indicates about the content of the piece?</p>	<p>Comment on how this <u>Imagine Story</u> is introduced <u>AND</u> concluded. (words, structure, content) INTRODUCTION: CONCLUSION:</p>
<p>What stands out to you about this Imagine Story? Explain.</p>	

Story 3	Important character trait with 2-3 examples of text evidence	Theme with 2-3 examples of text evidence
<p><u>Person's Name:</u> <p>Imagine story key word:</p> </p>	<p><u>Trait:</u> <u>Text Evidence:</u> 1. 2. 3.</p>	<p><u>Theme:</u> <u>Text Evidence:</u> 1. 2. 3.</p>

Please comment on each of these topics after you've read all the Imagine Story.

<p>What do you notice about the title of <u>The Imagine Story</u> and what it indicates about the content of the piece?</p>	<p>Comment on how this <u>Imagine Story</u> is introduced <u>AND</u> concluded. (words, structure, content) INTRODUCTION: CONCLUSION:</p>
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<p>What stands out to you about this Imagine Story? Explain.</p>	

Story 4	Important character trait with 2-3 examples of text evidence	Theme with 2-3 examples of text evidence
<p><u>Person's Name:</u></p> <p>Imagine story key word:</p>	<p><u>Trait:</u></p> <p><u>Text Evidence:</u></p> <ol style="list-style-type: none"> 1. 2. 3. 	<p><u>Theme:</u></p> <p><u>Text Evidence:</u></p> <ol style="list-style-type: none"> 1. 2. 3.

Please comment on each of these topics after you've read all the Imagine Story.

<p>What do you notice about the title of <u>The Imagine Story</u> and what it indicates about the content of the piece?</p>	<p>Comment on how this <u>Imagine Story</u> is introduced AND concluded. (words, structure, content)</p> <p>INTRODUCTION:</p> <p>CONCLUSION:</p>
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<p>What stands out to you about this Imagine Story? Explain.</p>
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d. *'The Imagine Story Planning Sheet' handout to expand on The Imagine Project-*

Imagine Story Planning Sheet Name:

Who you are interested in **focusing on** for your imagine story and **why**.

Notes - include at least 10 details about your person's story

You must include at least **two short** stories about the person, be sure to use details to explain..

What **character trait(s)** will you focus on in your project to tell us about this person? How will you 'show' this trait to your audience?

What is the **theme** you will focus your project on to tell us this person's story? How will you 'show' this trait to your audience? Be sure theme is evident in all of the details.

Create a **storyboard** with an introduction, 4-5 main ideas, character trait(s), theme, and a conclusion. (What is a storyboard? It is a sequence of drawings/text boxes that represents the planned sequence for the presentation. Could be a web, an outline, the text boxes, etc)

e. *Mini-lessons on theme and characterization as literacy skills to support the students during The Imagine Project*

Characterization:

Warmup

Today you will work to identify CHARACTER TRAITS in the story *Thank You Ma'am*. You will be looking for details and quotes from the text to better understand the personality of the characters in the story. You will listen to the

story as you follow along with the text. After you listen and follow along, you will **complete the STEAL chart** for Mrs. Luella Bates Washington Jones and Roger.

Thank You Ma'am Audio Story

Thank You Ma'am Text to read along

Characterization- the process by which the writer reveals the personality of a character. Characterization is revealed through direct characterization and indirect clues.

direct characterization- the writer or a narrator **TELLS** the reader what the character is like

indirect characterization- the author **SHOWS** the reader or audience member what the character is like through

STEAL (1) what the character says (**S**peak), (2) what the character thinks (**T**houghts) (3) how the character affects other characters (**E**ffect) (4) what the character does (**A**ctions) (5) how the character looks (**L**ooks)

Indirect Characterization - STEAL

Speech	What does the character say? How does the character speak?
Thoughts	What is revealed through the character's private thoughts and feelings?
Effect on others (others feel about the character)	What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?
Actions	What does the character do? How does the character behave?
Looks	What does the character look like? How does the character dress?

[Characterization practice](#)

[Additional characterization practice](#)

Theme:

Watch [this Prezi](#) to review mood, tone, theme.

After you have watched the presentation, be sure to include definitions for all three terms in your writer’s notebook.

Create the following chart in your writer’s notebook and record your thinking as you read the short story [Eleven](#), (or here's an [audio version](#) if you prefer).

TERM	Name It	Example from the text
Mood		
Tone		
Theme		