



teacher toolkit
Junk in My Trunk

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Imagination

• Supporting Imagination •

Supporting imagination in the classroom is essential for nurturing creativity, problem-solving skills, empathy, and a love for learning among students. Imagination serves as the foundation for creativity, allowing students to think innovatively and develop novel solutions to challenges. Through imaginative exercises, students hone their problem-solving abilities, preparing them for the complexities of the modern world.

Engaging with imagination fosters empathy by encouraging students to explore diverse perspectives and experiences. This promotes a more inclusive and compassionate classroom environment where students appreciate diversity and collaborate effectively. Moreover, imagination enhances communication skills as students learn to express ideas and emotions creatively through various mediums. Ultimately, supporting imagination in the classroom cultivates a lifelong passion for learning. When students are encouraged to explore their imagination, learning becomes a dynamic and engaging process driven by curiosity. This intrinsic motivation fuels continuous personal and intellectual growth, empowering students to become innovative thinkers and adaptable problem-solvers in their academic and professional lives. In summary, imagination is pretty cool!

Imagining Imagination

Imagination is the ability to form mental images, ideas, or concepts that are not directly perceived through the senses. It involves the mind's capacity to create, simulate, or recall experiences that are not present in the immediate environment. It's like a mental playground where one can visualize, dream, and mentally explore various possibilities.

Imagination - The Significance Unveiled

Imagination has limitless potential, empowering individuals to envision and create a better future. Below are just a few reasons why imagination is so cool!

Creativity: Imagination is the birthplace of creativity; it allows students to generate original ideas and solutions.

Problem-solving: Imaginative thinking helps learners approach problems from multiple perspectives, leading to more effective solutions.

Innovation: By embracing imagination, students can innovate and create new products, processes, or concepts that drive progress.

Empathy: Imagining oneself in someone else's shoes fosters empathy and understanding towards others, promoting kindness and inclusivity.

Resilience: Imaginative thinking encourages students to explore possibilities and bounce back from setbacks with newfound determination.

Self-expression: Imagination provides a platform for self-expression, allowing students to convey thoughts, emotions, and experiences creatively.

Adaptability: Flexibility in thinking, nurtured by imagination, equips students to adapt to changing circumstances and navigate uncertain situations.

Exploration: Through imagination, children can explore new worlds, ideas, and perspectives, expanding their horizons and enriching their lives.

Personal Growth: Embracing imagination nurtures continuous personal growth, fostering curiosity, lifelong learning, and a sense of wonder about the world.



BOOK discussion

After reading *Junk in My Trunk*, take a few minutes to engage students in a discussion about the book. Below are some suggested questions. You are encouraged to come up with your own!

1. What was your favourite part of the story? Why did it stand out to you?
2. How did George use his imagination to solve problems and explore?
3. What lessons or messages about imagination do you think the author wanted readers to learn from the story?
4. Did the story make you think differently about your imagination? If so, how?
5. If you could step into the world of the book and play with George, what imaginative adventures would you want to have?
6. How do you think the story would be different if George didn't have a vivid imagination?
7. When do you like to use your imagination?
8. In the book George uses his toys and the things around him in different ways [e.g., balls are planets]. Do you have a toy or object that you use differently?

Let's Explore Some Activities!

Teacher Tip: You know your classroom and students best. The below are suggested activities, feel free to modify them based on what makes sense for your budget, students, teaching style, and learning environment.

NAME: _____

DATE: _____

Junk in My Trunk

Draw the junk in your room.



AvRa Davidoff

~ Children's Author ~

Show and Tell or Draw and Tell

This activity encourages students to bring in their favourite toy or to complete a drawing of their toy. Students are encouraged to share with the class how they use their toy creatively or for a different purpose like George does in the book.

Each student has unique experiences and perspectives, and this activity is an opportunity to celebrate and learn from these differences. Encourage students to appreciate diversity and recognize that there's no one "right" way to play with a toy.

Create Your Own Comic Strip

Craft a comic strip starring their favourite toy! Encourage imaginative storytelling as students depict their toys in unexpected roles or adventures. Emphasize creativity, originality, and storytelling skills. This activity fosters artistic expression and imaginative thinking in an engaging way.

NAME: _____

DATE: _____

Draw and Tell

Draw a picture of your favourite toy.
Then write a few sentences about how
you use the toy differently or creatively.



How do you use your toy differently or creatively?

AvRa Davidoff

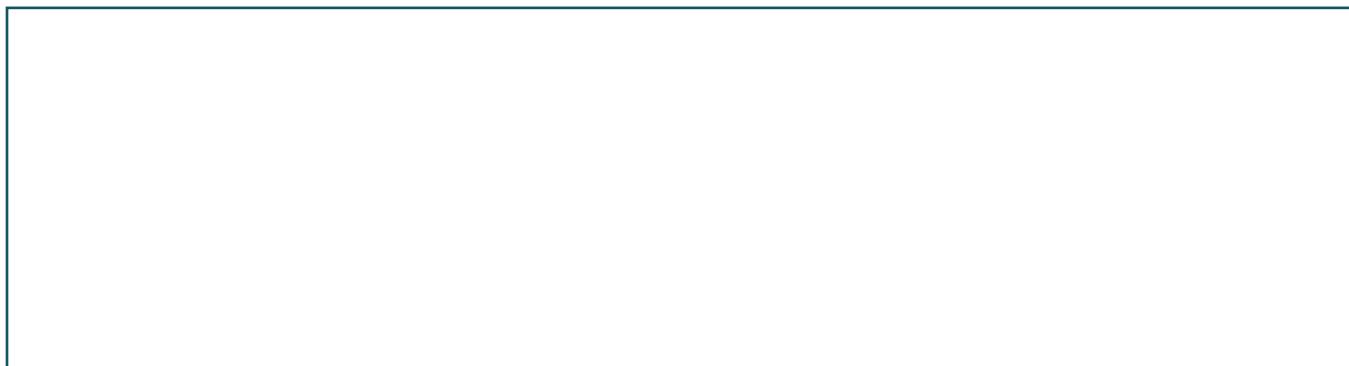
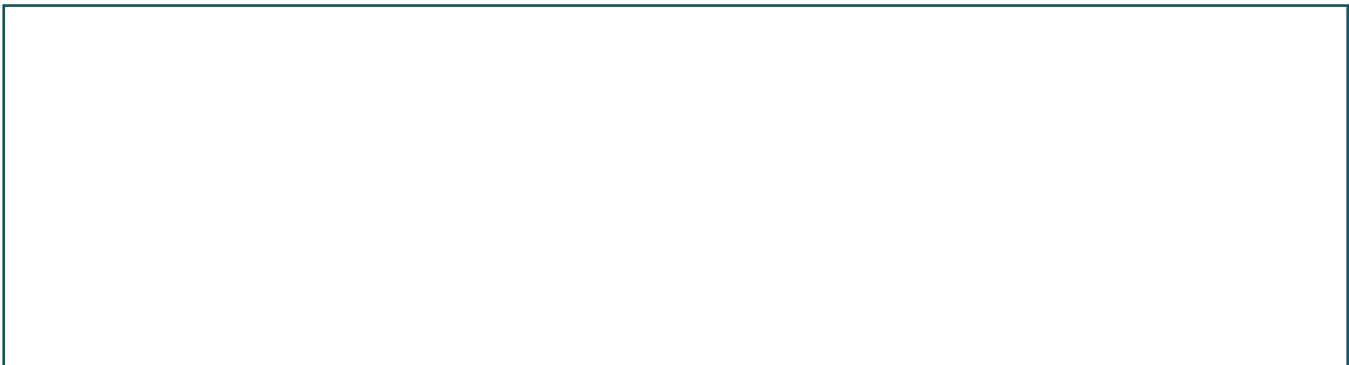
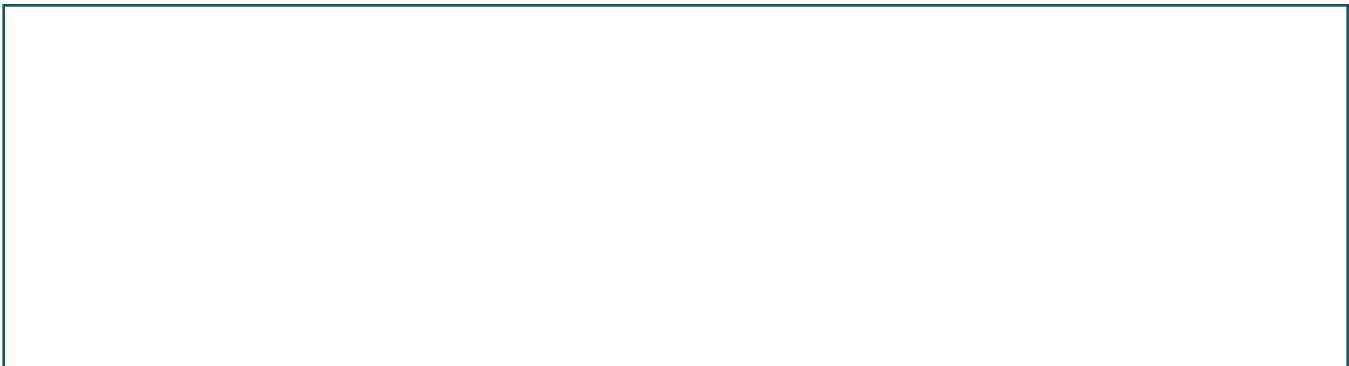
~ Children's Author ~

NAME: _____

DATE: _____

Create Your Own Comic Strip

Create a comic strip starring your favourite toy! Challenge yourself to draw your toy in unexpected roles or adventures.



AvRa Davidoff

~ Children's Author ~

Imagination STATIONS

An Activity in Divergent Thinking

Divergent thinking involves generating multiple unique solutions or ideas for a given problem. Unlike convergent thinking, which focuses on finding a single correct answer, divergent thinking fosters creativity, originality, and flexibility of thought. By encouraging students to explore various perspectives, brainstorm ideas, and think innovatively, educators empower students to tackle complex challenges with confidence. Divergent thinking not only promotes problem-solving abilities but also nurtures creativity and adaptability.

For this activity, teachers will need to arrange common household or classroom items around the room (e.g., shoe, ruler, small rock, book, water bottle, toilet paper, paper clips, clean & empty food container, elastic bands, empty paper towel roll etc).

Working in pairs or groups, have students move to each station and come up with 3-5 new uses for the item at each station. Encourage students to record their answers on a sheet of paper. If movement is not possible, teachers can show the item, or pictures of the items, at the front of the class. Depending on the number of items and the number of students, you may want to allow students 3-5 minutes at each station. Once time is up, rotate the pairs/groups. Once all the students have rotated through each station, have them share their lists with the rest of the class.

Below are some suggested discussion questions. You are encouraged to come up with your own or tailor the questions to your students:

1. What did you think of the activity? What was your favourite part of the activity?
What did you find challenging about the activity?
2. Which objects were easy/difficult to think of alternative uses for?
3. Was there an idea that surprised you or stood out to you as really creative?
4. What did you learn about your own creative process or thinking style through this activity?
5. When might you use this approach to solve your next challenge or tackle your next task?

• ✿ • ❤ STORY TELLING circles ❤ • ✿ •

Gather students in a circle for a captivating storytelling session. Start with an opening sentence or prompt to kick off the story.

For example:

- “There once was Moose who lived in the woods. One day while running, he lost his stinky boot...”
- “Deep in the candy forest, past the rainbow waterfalls, and rustling leaves of chocolate trees, an odd noise could be heard coming from a treasure chest covered in moss...”
- “Lucille was a mysterious looking animal with an extraordinarily unique talent and a really big problem...”

Each student contributes just 1-2 sentences to the story, building upon the plot, characters, and setting. Encourage creativity, spontaneity, and active listening as the tale unfolds. Rotate around the circle, giving every student a chance to contribute. Emphasize the importance of coherence and continuity to keep the story engaging. Conclude the storytelling circle once it makes sense to do so or you run out of time.

Teacher Tip: You can provide story prompts by writing them on the board or by saying them aloud to help students add to the story. For example:

What happens next?
What else happens?
Who else joins the story?
Where was the character going?
What was the character wearing?
What was the character's name?
What did the character look like?
What problem is the character experiencing?
Do the characters communicate with each other? How?
What scenery is around the character?
What time of day is it?
What time of year is it?
What colours, sounds or smells did the character notice?
How was the character feeling?

• * • ❤ STORY TELLING circles ❤ • * •

Teachers! Capture the story by writing it down. Type it up and handout a copy to students. Or send it to me and I may showcase it on my website, Instagram, or blog! Avra.davidoff@gmail.com

Discussion

Below are some suggested discussion questions. You are encouraged to come up with your own or tailor the questions to your students!

- What did you think of the process and the overall story?
- What are some other ways the story may have ended?
- What was your favourite part of the story?
- What was the benefit of having everyone add to the story?
- What did you notice about what your classmates' imaginations?





Hey Teachers!

Do you have additional ideas of what you'd like to see included in future versions of this toolkit or other resources? Have you had a success in using one of the activities above? Share your ideas and feedback in the [contact](#) section of my website.

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