Teacher’s Instructions for Guided Imagery (Anticipatory Set) for
*Of Mice and Men*

**Purpose:** This is a pre-reading activity for *Of Mice and Men*. This activity is intended to help students identify with the character’s desires for dreams. It is intended to give students a meaningful experience where they can reflect on their own dreams in a safe environment, and hopefully realize the importance of having dreams – and prepare them to realize later on, perhaps, how devastating it would be to miss out on achieving their dreams (as each of the characters do).

**Context:** Ideally, this would be the very first thing we do with this novel. From this, we can springboard into other pre-reading activities where we discuss the time period and the life of migrant workers in California. But doing this activity first, before any other dealings with the novel, might help students see the overarching concepts of the novel better as we continue (dreams and friendship).

**Preparing the Environment:** I recommend having the soundtrack *Rudy* on in the background softly because it is music filled with hope and it will contribute nicely to the atmosphere. Dim the lights however much is possible in the classroom.

**Directions:** In preparation for reading *Of Mice and Men*, we are going to do an imaginative exercise. I want you to sit comfortably in your chairs. We are going to listen to the music and I am going to guide you through specific thoughts. You can close your eyes while I am talking, or you may sit and doodle quietly on your paper if that makes you most comfortable. I want you to follow along in your mind and imagine the things I am describing. After I finish describing these ideas to you, you will have a chance to write about your thoughts or how you felt. There are no right or wrong answers, so be free to go where you go in your thoughts (but please, as with everything else in this class, keep them G- or PG-rated).

**Assessment:** There should be no formal assessment for this assignment as some of the responses will be intensely personal. Students can have the option of turning them in (as it would be interesting to read some of them), but it should be enforced that their grade will not be affected if they turn it in or not. They should, however, get some participation points for doing the assignment. I recommend walking around a little while they are writing to confirm that they are doing the assignment, but also to take an informal assessment during this time based on if the students are participating.

Allen, 2002