**Guided Imagery**  
**Out of the Dust**

**Purpose**
Jampole (1994) uses guided imagery practice as a prewriting technique to generate original writing that contains more sensory descriptions. Geske (1992) finds that guided imagery is an exercise that allows students to enter a story in a creative mode wherein they are able to develop ideas and visualize images using both sides of their brain. The guided imagery technique (1) builds a structural base for inquiry, discussion, and group work, (2) explores and stretches students’ concepts, and (3) encourages problem solving.

**Directions**
Begin by telling students to relax, take a deep breath, and close their eyes. Speaking slowly and softly and with quiet music in the background, read to the students the following passage, asking them to visualize what is going on.

I heard the wind rise,  
and stumbled from my bed,  
down the stairs,  
out the front door,  
into the yard.  
The night sky kept flashing  
lightning danced down on its spindly legs.

I sensed it before I knew it was coming.  
I heard it,  
smelled it,  
tasted it,  
Dust.

While Ma and Daddy slept,  
the dust came,  
tear fields where the winter wheat,  
set for harvest in June,  
stood helpless.  
I watched the plants,  
Surviving after so much drought and so much wind,  
I watched them fry,  
or flatten,  
or blow away,  
like bits of cast-off rags.

It wasn’t until the dust turned toward the house,  
like a fired locomotive,  
and I fled,  
barefoot and breathless, back inside,  
It wasn’t until the dust hissed against the windows,  
until it ratcheted the roof,  
that Daddy woke.
Tell them that now they are back in the house. They should tell their muscles to start to move and to slowly come awake. Have the students write what they felt, heard, saw, tasted, and smelled. Give them several minutes to do this, encouraging them to write about their experience at length. Have any who wish to share do so.