1984
GUIDED IMAGERY
PURPOSE OF THE STRATEGY

Guided imagery is an excellent reading strategy that can serve a number of purposes. 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. Samples (1977) states that among other things, the guided imagery technique (1) builds a structural base for inquiry, discussion, and group work, (2) explores and stretches students, and (3) encourages problem solving.

This specific guided imagery should be used as a pre-reading activity to get students thinking about the kind of world that Winston lives in. As they relax and settle into what they think might be a peaceful Utopia, this exercise will lead them to experience, in some small degree, the reality of Winston’s nightmarish existence.

DIRECTIONS

STEP 1: BUILDING THE DREAM
Begin by asking students to first stretch, inhale slowly, exhale, and relax, find a comfortable position to curl up in and then to close their eyes and listen. By talking softly, take the students into the desired world that you want them to imagine. Soft music playing in the background, dimming the lights in the classroom, or burning a fragrant candle or some potpourri can be used to heighten the mood.

STEP 2: READING
Read a story or series of prompts slowly, giving students time to visualize each image. Counting to 20 in between statements, works well. The students listen with their eyes closed. If they are uncomfortable with this, they may draw on a sheet of paper as they listen.

STEP 3: WRITING
Invite students to open their eyes and jot down as many of the descriptive images that they can recall. Give them several minutes to write. Have them close their eyes again and listen to the music and relive the experience. What more can they see? Have them write about their experience at length and encourage those who wish to share, to do so.

STEP 4: FOLLOW-UP
After reading the first chapter or so, ask students if they can imagine what Winston’s life is like. Did they envision a society similar to Orwell’s vision? Did the guided imagery prepare them for and help them empathize with the tone?
GUIDED IMAGERY PROMPT

Close your eyes, clear your mind, and relax...It is a bright and sunny morning and you’ve just stepped out your door to walk to school...On your way, you meet up with your very best friend...You are eager to tell your friend all about the exciting weekend you had...the awesome party, the great movie, the first kiss from ‘you-know-who’...Just as you start to open your mouth to spill all the juicy details, your best friend pulls out a video camera..."Oh don’t mind this," he says, “just say what you were going to say...” Despite his attempts to reassure you, you don’t feel quite comfortable elaborating on your weekend...What is the video camera for?...Who is going to watch this?...Instead, you give him a shallow summary of the party and the movie, completely glossing over the first kiss that you’re just dying to tell someone about...Before you know it, you’ve arrived at the school...Weirded out by your friend with the video camera, you scope out the hallways for your new sweetheart...Ah! There they are....You wonder if they’re as good a kisser today as they were on Saturday...you lean in for another juicy kiss and...they pull out a video camera! Another one? “Oh, don’t mind this,” your significant other says, “go ahead and do what you were going to do...” But somehow you’re just not quite feeling as romantic as you were before... “Maybe it’s bring your video camera to school today and I didn’t get the memo," you wonder.... The warning bell rings and you rush to class...you slide into your seat right as the tardy bell rings, dreading the next 60 minutes that constitutes English class and already planning your nap, next masterpiece, or comic book that will keep you entertained as Mrs. Hastings drones on...Your teacher stands up and calls the class to attention...“Students, today we will be video taping class...just act yourselves, do whatever you would do if it weren’t there, but just remember that it will pick up everything you do, everything you say, and everything you **think**...”

Hastings, BYU, 2007
Adapted from Grierson, BYU