



HAUNTED HOUSE

DAY & NIGHT



Grade Level: Elementary K-2

Objective: Reading, creative writing, social-emotional learning (SEL) & art. Students will explore ways to manage and overcome fears through discussion and creative activities.

Materials Needed: Copy of "*Haunted House Day & Night*" by Jaybie D. Chart paper, markers, drawing and construction paper, crayons/colored pencils, glue, scissors, and flashlights. Optional: Various craft materials (e.g., fabric scraps, paint) and mechanical pieces for props (string, rope, fans, etc.).

Introduction (10 minutes): Ask students if they have ever been scared of something and how they felt. Explain that today's lesson will be about a girl named Mandy who faces her fear of the dark by touring a haunted house attraction during the day and again at night. It will also be a discussion about how they can learn to manage their own fears.

Read Aloud (15 minutes): Read the book and pause at key points to ask predictive and reflective questions. "How do you think Mandy feels during the daytime tour?" "What might change at night?" "How could she remember it isn't real?"

Discussion (10 minutes): Create a chart with two columns: Fears and Ways to Overcome Fears. Ask students to share their own fears and discuss ways to manage them, such as talking to loved ones or learning more about what scares them. Discuss how talking about fears can change how we feel about them. Emphasize separating feelings from reality to create a new narrative of empowerment.

Activities (15 minutes):

- Have students imagine their own spooky adventure or write an alternative ending to Mandy's story.
- Provide drawing paper and craft materials for students to design their own haunted room.



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- Encourage them to think about the details that make the room spooky and how they can control their imagination. Example: Build a startle prop or effect with materials available, considering elements like lighting and placement to create the desired effect. There are all sorts of videos on YouTube and Pinterest to give you ideas. Super simple/low effort examples:
 - Hang fishing line to tickle them as they walk through.
 - Ghost or a spider on a string that can manually be lowered at just the right time.
 - Bats tied to a fan with string, so it looks like they are moving.
 - Hang creepy cloth, position a light to highlight from behind just a smidge, aim a fan at it for slow movements and turn the lights off.
 - Use a drill with no bit in it, just to make scary noises.
 - Picture frame with stretchy fabric for the canvas. Someone stand behind it and gently press the canvas with their hand, so it looks like something is coming out of the painting.
 - Clap books together for a loud startle at just the right time.

Conclusion (10 minutes): Display the students' drawings and writings. Have a gallery walk where students can see each other's work and share their own. Discuss how creating and talking about their fears made them feel. Emphasize the importance of facing fears and finding ways to manage them.

Extension Activities (Optional):

- Pair students to discuss and support each other's fears. Encourage them to share strategies for managing their fears.
- Create a mini haunted house in the classroom using the students' designs and props. Allow students to tour it during the day and again with dim lighting to simulate the night experience.
- Have students role-play different scenarios where they face and overcome fears, reinforcing problem-solving and empathy.