**Sensory prompts:**

Box of Smells

The teacher creates a collection of small bottles or containers, each with a small amount of a liquid or dry (powdered) substance, each with a distinct aroma. Students can select a bottle at random or choose among a few. Once the directions for the writing exercise are given, students open their bottles, take in the smell, and write about their associations.

Suggestions for substances that could be included in your Box of Smells:

* laundry detergent, fabric softener, dishwashing soap, toothpaste
* cinnamon, cloves, ginger, mint
* soy sauce, fish sauce, sesame oil
* baby powder, rubbing alcohol, men’s aftershave
* coffee, cheese, strawberries

(Try to think of scents that are universal, that all/most students will recognize.)

Source: “Expressive writing with teens at risk,” in Adams, K. *Expressive Writing: Foundations of Practice*. p. 146

**Sentence stems:**

"Ten Reasons to Love Me”

I may not be perfect, but I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I want the people around me to understand \_.

I have unusual ideas, like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I have a secret talent. I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Source: “Engaging the reluctant writer,” in Adams, K. *Expressive Writing: Foundations of Practice*. pp. 104-105.