

# The **GUILTY PLEASURES** Project

When students embrace what they love, they unlock their most powerful creative work. This project helps them begin.

## Before You Start:

- 🎧 Share your own “guilty pleasure” to model vulnerability and sincerity.
- 🎧 Emphasize that there are no wrong answers; what they love is part of who they are.
- 🎧 Provide a safe, no-judgment space. (Optional: allow anonymous or ungraded submissions.)

**Materials:** paper, journals, art supplies, or digital tools (Google Slides, Canva, video, etc.)

## Step-by-Step Instructions for Students:

**Choose a guilty pleasure** - something you love, even if it’s not trendy or “cool.” It could be a TV show, snack, hobby, type of music, book, song, cartoon, collection, game... anything.

**Create something inspired by it** that shows your connection. Some ideas include: a poster or album cover; a poem, comic, or playlist; a rewritten scene or short story; a collage, meme, or mood board; or a video explanation or mini-presentation. Or use your imagination and come up with something *totally* unique!

**Reflect** on your creative voice by responding to these prompts (written or recorded):

- 🎧 What’s your guilty pleasure and why do you love it?
- 🎧 What does it say about your personality or creativity?
- 🎧 What did you learn about your creative voice?

## Extensions + Discussions

**Class Discussion:** Who decides what’s “cool”? Why do we hide things we love?

**Gallery Walk:** Showcase student work with anonymous feedback.

**“That’s So Me” Wall:** Students post a visual tag that represents their creative voice.

**Cross-Curricular Link:** Use reflections as narrative writing or project starters.

## How to Evaluate

Focus on authenticity, reflection, and effort. Don’t grade based on polish or technique.

**Voice:** Is it personal and honest?

**Effort:** Did they commit to the idea?

**Reflection:** Did they engage with the prompts?

**Creativity:** Did they use their guilty pleasure in a unique or meaningful way?