

## Lesson 7: The Power of Creativity

### PURPOSE

To help students appreciate the power of art to express deeper dimensions of reality.

### LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

1. Understand creativity as a uniquely human power which moves one's imagination and ideas to shape the world.
2. Understand that art can express parts of reality that are otherwise difficult to convey.

### MATERIALS & RESOURCES

- Circles worksheet
- "We Are Not Your Keepers" – Play script

### VOCABULARY

- Creativity: using one's imagination and ideas to shape the world

### PROCEDURE

**Step 1:** Review the previous lesson. Recall the definitions and key distinction between freedom for excellence and freedom of indifference. Highlight situations that relate to students' everyday lives and discuss the ways in which they can choose freedom for excellence over freedom of indifference.

Ask the students if they have completed the [Interim Quiz 1](#). Ask them if some of the questions were difficult and if so, help clarify the answers.

**Step 2:** To help the students to see how they can use their imaginations to shape the world and to stimulate their creativity, give each student the [Circles](#) worksheet and ask them to fill in as many circles with unique designs and drawings in 5 minutes. The drawings do not have to be perfect – the aim is to see how many different designs students can come up with in the allotted time. Students can turn the circles into different emojis, traffic signs, or any design they like. There are examples of drawings available in the materials that you can use to help inspire the students.

**Step 3:** Lead the class discussion by asking the following questions:

- How did you decide what to draw?
- What powers did you need to use to accomplish the task?
- Did you focus more on quantity or quality?

After students share their answers, highlight that using the powers to think and choose was an essential part of this activity. Each student needed to think quickly to decide whether to draw this or that, and that they likely made dozens of decisions in the short time that they had to design each circle. The exercise also involved using one's imagination and creativity to imagine new possibilities to draw.

Creativity is one of the unique human powers. It allows us to innovate, express our inner reality in an external way and it can move us to contemplate powerful ideas. Write the vocabulary definition of creativity on the board:

**Creativity: using one's imagination and ideas to shape the world**

Ask the students if they can think of everyday situations in which they use their power of creativity. The power of creativity is used in many different domains of life, including daily problem-solving and decision-making. However, one of the areas in which it is most expressly used is art. Art is an important and influential field of creative expression. Art draws on the interior or hidden dimensions of reality.

Different forms of art such as music, painting, theater, film, architecture and others, all express human creativity. Highlight that there is a special power of art to express those parts of reality which are almost impossible to be expressed by definitions, theories, and scientific formulas. Sometimes the deepest and most important things in life are difficult to express through definitions and explanations. For example, if one would need to explain their love for another person, it might be difficult to convey it in a conventional way, but writing a poem can express that love more deeply and vividly.

Thus, artwork itself is a visible expression of the artist. The colors, sounds, shapes, materials and other elements of artwork can be different from those one would find in reality, but at the same time, it is precisely the artist's imagination that allows a work of art to communicate a deeper meaning or a hidden reality.

**Step 4:** In this lesson, the class will perform a short play. The screenplay is based on one of the case studies the students read in a previous lesson. The screenplay deals with some of the themes from previous lessons, including: human dignity, treating persons as objects versus subjects and freedom of excellence or indifference.

Ask for ten volunteers to play characters in the play: the narrator, the three violent students, the attacked student, Mark, two bystanders, and two teachers. The remaining students will be spectators to the scene.

Give each student the script, “[We Are Not Your Keepers](#)” and encourage students to take a few minutes to read their lines and get to know their role.

The play can be acted out in different ways:

Take #1: The main characters perform their roles and the spectators stand by, watching.

Take #2: Before beginning the second round, encourage the spectators to enter the play, say something, or improvise a role instead of standing by watching. Give them a few moments to think about what they will do. Run the same scene again.

Take #3: Run the scene once more from the beginning, but this time, invite the main characters to change their roles as well. Tell them that they can change their behavior, attitude, or the lines that they speak. The spectators can continue to act in whatever way they wish.

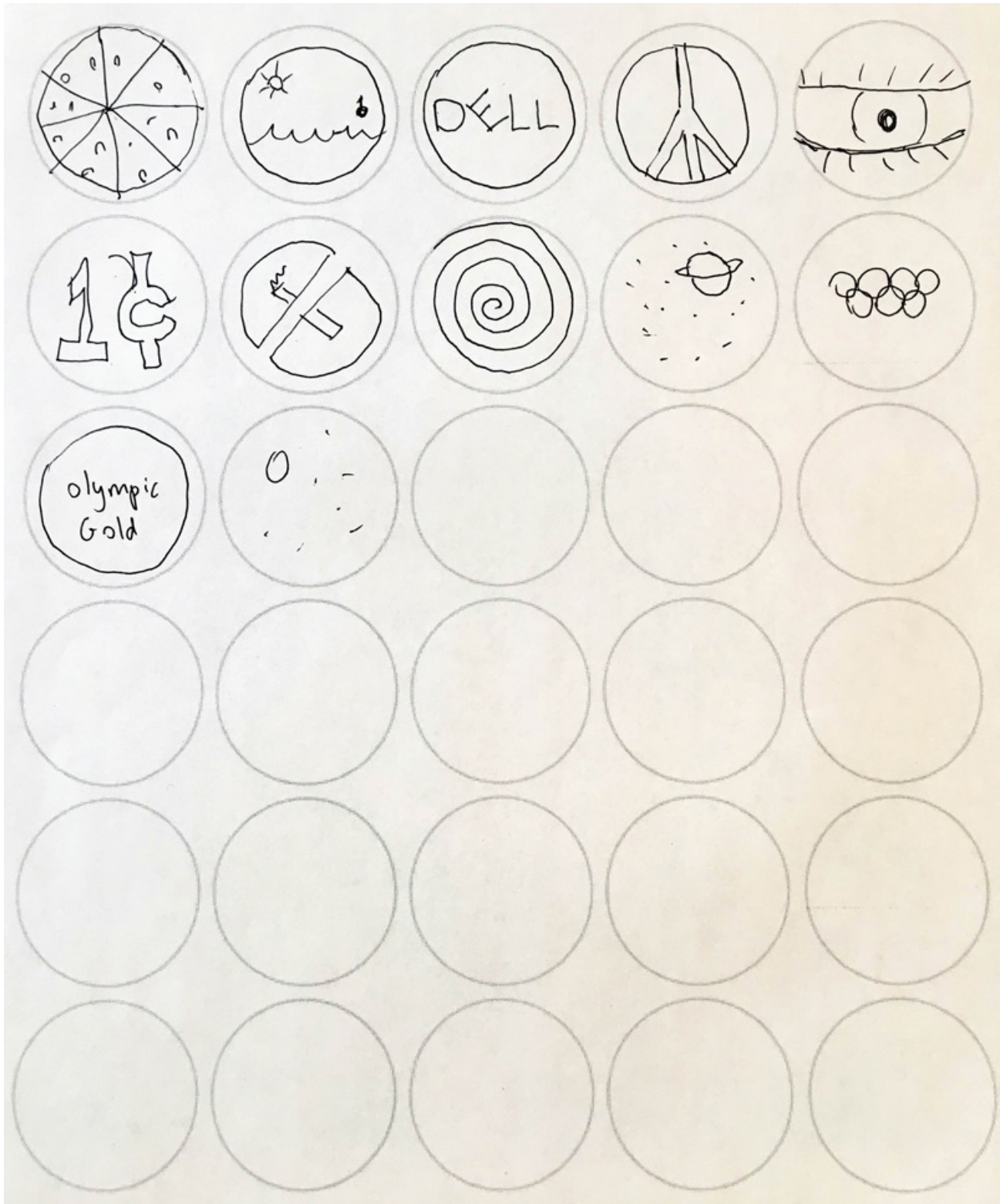
After all three takes, lead a debriefing with the students to reflect on the emotions they felt while watching the play and for those performing their roles. Ask if the experience of acting the play out theatrically (instead of simply reading it, sitting at their desks) helped them to see or feel any deeper meaning? Encourage the students to share any reflections they have on the play or their role in the situation itself.

**Step 5:** Summarize. Review the definitions of creativity and art and highlight how art can express those parts of reality which are difficult to express through words, definitions, theories, and scientific formulas alone. Motivate the students to use their creativity to express themselves in a way that respects their human dignity and the dignity of those around them.

**FAST CIRCLES WORKSHEET**

A worksheet titled "FAST CIRCLES WORKSHEET" featuring a grid of 30 empty circles. The circles are arranged in 6 rows and 5 columns, providing a space for students to write or draw.

**FAST CIRCLES WORKSHEET – EXAMPLE**



**“WE ARE NOT YOUR KEEPERS” PLAY SCRIPT**

[Mark enters the schoolyard where some students start a fight.]

**Narrator:** One day, when Mark was heading out for lunch break, he heard the sound of someone yelling. He noticed that some students were starting to fight. He couldn't really tell what was happening, so he stopped for a minute to watch.

**Three students:** How do you like this, mamma's boy! Don't cry. Don't cry. Are you going to cry? Why are you crying? Hahaha.

[Three students pressing a weaker student onto the wall]

**Narrator:** Mark realized that it was three students against one. The weaker student couldn't possibly fight them off, and so it looked like he had given up trying.

**Attacked student:** C'mon. I don't want to fight! Seriously, just let me go.

**One of the three students:** Haha you're such a whiner. C'mon, fight back.

[The three students keep pushing the weaker one. Some other students gather around, whispering and watching.]

**Narrator:** As the pushing and insults keep up, none of the students standing there do anything – they don't want to pick sides or get in the middle of it.

**Mark** [speaking quietly to himself and thinking]: I really don't like how they are treating him, it's just wrong. Should I tell them to stop? I guess I'd better not, or they'll come after me.

**Three students:** Hey you, guy standing there! Get over here!

**Mark:** Who? Me? [Turns his head around as if to see if they are calling on anyone else]

**Narrator:** Mark was terrified, and afraid that they were talking to him.

**Three students:** Yes, you! Why are you looking at us like that!? Do you want to join this guy on the wall!?

**Mark:** No, I wasn't looking at anything, I'm just standing here.

[Teachers can be heard approaching. The three students leave the scene.]

**Teacher 1:** What's going on here? What is this noise about?

[Everyone is silent]

**Teacher 2 [upset]:** Does anyone want to explain what happened here?

**Teacher 1 [pointing to the student who was harassed]:** You! I saw you quarreling with the three students who ran away. Were you the one who started this fight?

[The attacked student stays silent]

**Teacher 2:** Since you're not saying anything, it seems like you must have been the one who started it.

**Teacher 1 [speaking to students who were standing by, watching]:** Did any of you see what was going on here? Was it this boy here? [pointing to the boy who was attacked]

**Bystander 1 [looking away]:** I don't know, I couldn't really see anything.

**Bystander 2:** We just arrived a second before you. We don't know anything.

**Narrator:** This is not true, as almost everyone in the school knew who the three attackers were but no one wanted to expose themselves. At the same time, the student who was attacked was also terrified and afraid to say anything.

**Teacher 1:** Fine. It seems that this boy here was the one who started the fight and we will find the other three that were fighting with him.

**Teacher 2 [talking to the attacked student]:** What's your name? You'll have to come with me to the principal's office.

[Attacked student still remains silent]

**Mark:** His name is Martin, Martin King.

**Teacher 2:** Thank you, Mark. Ok, let's go Martin.

**Narrator:** Mark wanted to show himself as helpful to the teachers. But now, Mark realized that he probably shouldn't have given the student's name. After all, Mark knew the fight wasn't Martin's fault; he had been attacked.

[The teachers leave the scene]

**Attacked student** [angrily and hurt, speaking to bystanders]: So, you guys really aren't gonna say anything? You all saw what happened!

**Bystander 1:** Don't blame us, we didn't get into a fight.

**Bystander 2:** Everyone has to take care of themselves.

[Everyone leaves the scene, and the attacked student looks visibly upset.]

END