

## Lesson 7: The Power of Creativity

### PURPOSE

To help students understand the power of creativity and its use in their lives.

### LEARNING OBJECTIVES

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

1. Understand creativity as a uniquely human power.
2. Learn how the power of creativity can be used in collaboration with others.
3. Learn how creativity can help us convey human dignity in a deeper way.

### MATERIALS & RESOURCES

- The Names Poem Game
- Portrait Gallery Picture
- Portrait Gallery Notes

### VOCABULARY

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

### PROCEDURE

**Step 1:** Review the previous lesson. Recall the great power principle and how it relates to different choices that people can make. Identify freedom for excellence and freedom of indifference and emphasize the importance of using our freedom to pursue excellence.

**Step 2:** Divide students into small groups and ask them to play [The Names Poem](#) game.

In this game, each group will compose an original poem. The starting letter of each line of the poem should be the first letter of the name of someone in the group. For example, if the group consists of Mark, Julie, and Devon, the lines of the poem should start with an M, J and D. Depending on time, see if the groups can write at least two verses for each person in the group.

**THE NAMES POEM - EXAMPLE**

The group consists of **M**ark, **J**ackie, **W**innie and **A**nthony. Letters can be used in any order.

**M**ark started writing this poem  
**J**ust then Jackie added a line too  
**W**innie is with us here  
**A**nd everyone is so cool

**A**nthony deserves a mention  
**W**ithout an A, "team" is incomplete  
**J**ust as we need each other  
**M**aking sure we drop these beats

Give students a few minutes to complete the task. After the groups finish writing, have the students share their poems with the class.

**Step 3:** Explain that in completing the Names Poems exercise, the students used two uniquely human powers: the powers to think and the power to choose. Every aspect of the Names Poem exercise required students to think about their choices. Help students recall how they needed to choose words with the same letters as those in their names, that they needed to determine which words rhymed, and the decisions they had to make together about whether to keep or get rid of a verse.

Moreover, the students needed to use their powers to think and choose in collaboration with others. From this, it can be seen that the powers to think and choose are powers within each individual, but they are also enhanced when used in collaboration with others. For example, sometimes it is hard to find solutions to difficult problems alone, and discussing a problem with a friend, parent, or teacher may help us think more clearly to find a good solution. Making good choices in everyday life is often difficult, and having support from people closest to us can help us in making excellent choices.

Finally, when the powers to think and choose are combined, they give rise to another great human power: the power of creativity. Creativity is a uniquely human power which enables humans to use their imagination and ideas to shape the world.

Write the vocabulary definition on the board:

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

**Step 4:** Explain that to properly use the power of creativity, in the Poem exercise, students had to think up lots of possible ideas. In the first step of thinking, it's important to give yourself a big pool of ideas to work with before you begin to narrow your choices. Often, something that might seem silly or even ridiculous at first, turns out to be a fun idea in the end! This is imagination. Imagination is the ability to picture things in the mind that are not immediately before us.

The process of thinking up many new ideas with your imagination is also called brainstorming. Brainstorming is a creative technique to find a solution for a specific challenge. In brainstorming, people are encouraged to think more freely and suggest spontaneous new ideas or creative solutions.

To practice brainstorming, have students take out a notebook and a pen. Set the timer for one minute and have students write down every word that comes to mind when they think of the word "blue." It could be a food, a feeling, a memory, an object, anything! Set the timer and have students select another color and again write down every word that comes to mind in association with that color.

**Step 5:** Introduce students to a haiku poem. A haiku is a traditional form of Japanese poetry that consists of three lines, with a 5-7-5 syllable pattern. Say aloud or tap out the syllables in the following haiku example to help remind students:

*Blue is the water  
Like the color of an eye  
The sky and a bird*

Give students a new piece of paper and have them write their own haiku. Students can choose to write a haiku based on their list of words from the brainstorming color/word association activity, or they can write something new entirely.

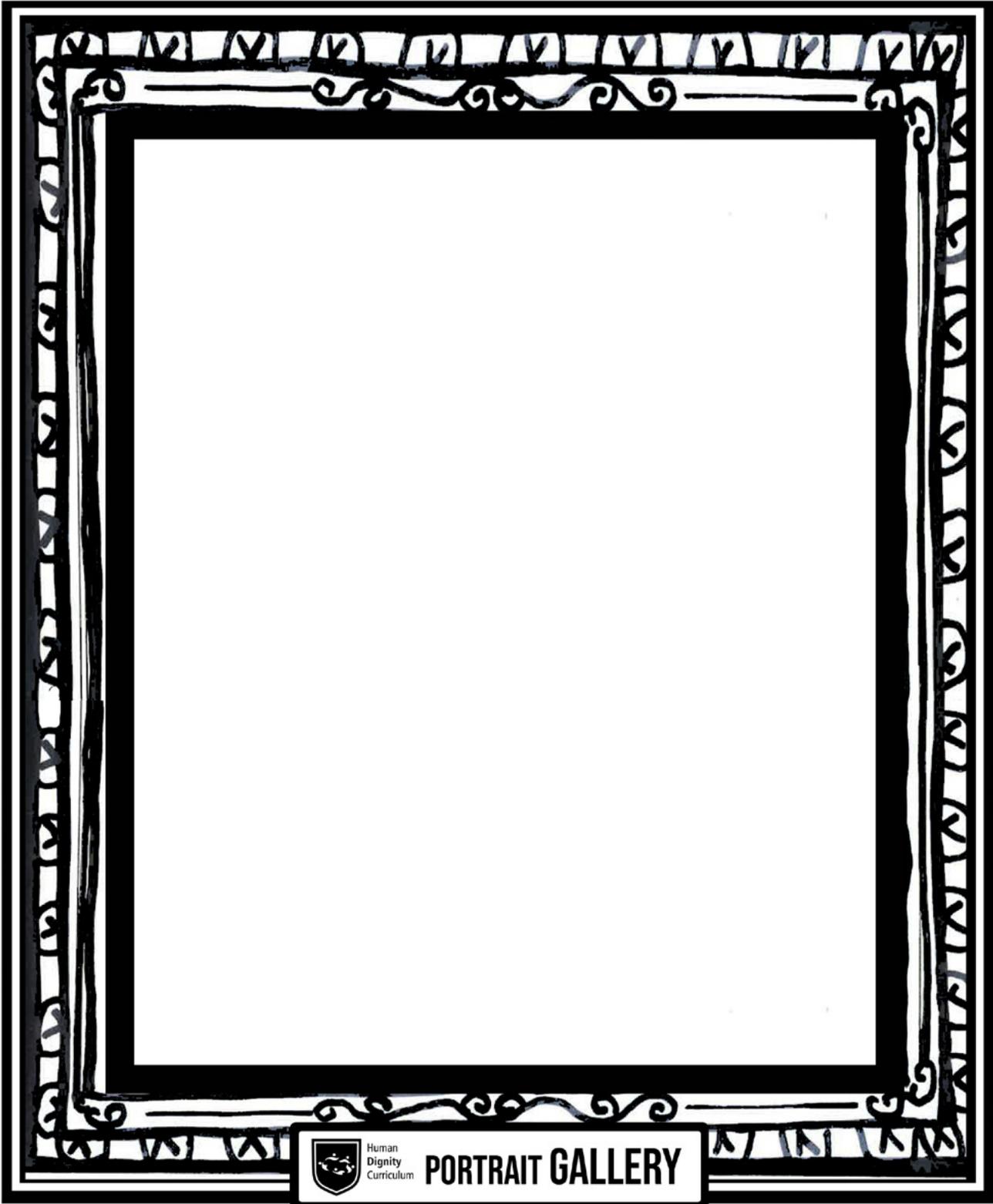
Highlight that creativity combines the powers of thinking and choosing. To think creatively is to practice your decision-making skills. For instance, in writing your haiku, you had to think of lots of different possibilities: "which words should I choose?" Then, you had to narrow down your choices: "I'll use *blue*, *water* and *sky*." Lastly, you had to put pen to paper and make the haiku happen! This three-step approach: think, write, action is also how you can tackle important decisions or challenges in your life.

**Step 6:** Creativity is an incredible human power that enables us to see deeper or hidden dimensions of life. For example, our inside qualities or feelings can sometimes be hard to name or describe. Some things don't fit into a haiku. Images are a form of creative expression that captures something very different than creative writing.

Hand out the [Portrait Gallery Picture](#) frame for each student and a drawing utensil (pen, pencil crayon, marker, etc.) Explain that students will create a "continuous-line drawing" self-portrait. For this type of drawing, once you put pen to paper, you have to keep your pen on the paper the whole time, until you have finished. In one continuous line, try to capture your facial features, hair style, glasses, etc. The purpose of the continuous line drawing is to take the pressure off of the artist to create a "perfect" drawing and instead focus on the fun and interesting result. Give students a few minutes to complete their drawings.

Once students are finished, collect the drawings and hang the drawings around the room, in preparation for a gallery walk. Hand out a [Portrait Gallery Notes](#) page to each student. Encourage students to select a drawing in the room and spend some time looking at it as they answer the questions provided on the [Notes](#) page. Next, explain to students that they will now walk around the gallery and act as art connoisseurs. Ask students to volunteer to act as the art connoisseur as they share their notes, while the artist responds to the notes and answers any questions. The drawings may be very silly and funny, so the artist and art connoisseur's challenge will be to see who can keep a straight face the longest! Have as many students share their notes and discuss the portraits as class time permits.

**Step 7:** Summarize. Ask the class what they liked about the different creative activities. What did they learn about themselves as they engaged in the different creative activities? Did they use their power to think and choose in different ways in each activity? How so? Recall the definition of creativity: using one's imagination and ideas to shape the world. That's a powerful and exciting part of what it means to be human! Creativity enables us to see things from a different perspective. Creativity is also an important way that we can express and share our deepest value, human dignity, with others. Writing a note or drawing a card are a great way to share our human creativity with others. *Encourage students to bring their drawing and haiku home to share with a family member.*



# NOTES

NOTE THE USE OF LINE, SHAPE, COLOR:

NOTE THE OVERALL COMPOSITION: HOW IS THE USE OF SPACE?

NOTE YOUR FIRST REACTION TO THE PIECE:

NOTE THE MEANING OR STORY: WHAT DOES THE PICTURE CONVEY?

 **PORTRAIT GALLERY**

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