



Liceo Scientifico Statale Bruno Touschek, Grottaferrata (Roma, ITALY)

CREATIVITY is one of the main objectives of our school annual planning, which follows the National Guidelines for the New High School (2010), ".....the high school courses provide the student with cultural and methodological tools for a deeper understanding of reality, so that he is able to face situations, phenomena and problems with rational, **creative**, and critical attitude"

CURRICULAR ACTIVITIES

Every part of our curricular school work aims at creativity:

- the study of all the curricular disciplines in a systematic perspective, both critical and creative;
- the practice of research methods;
- the exercise of reading and analysis of literary, philosophical, historical, scientific texts;
- the analysis and interpretation of works of art;
- the constant use of the laboratories for the teaching of science subjects;
- the practice of argumentation and debate in each subject matter;
- the use of multimedia tools to support study and research.

EXTRA CURRICULAR ACTIVITIES

Our school also offers a number of **extra curricular activities** that are well-matched with the curricular courses and the needs of students. Some of them are consolidated in our annual planning, others are every year innovative and explore new opportunities for teachers and students. All the activities are intended for all pupils or for one or more parallel classes; they are monitored and coordinated by school teachers, possibly with the support of qualified experts.

Here are some examples:

Creative Writing Workshop

This project is aimed at developing **creativity in forms of writing** such as **autobiography, personal diary** and the composition of **poems**, in which students can express themselves and learn to manage their emotions. Therefore, these writing activities are accompanied by exercises and games of Art-Counselling that encourage moments of sharing ideas, increase dialogue and interaction with the group and help students reach the knowledge and awareness of their self.

Counselling is a method created by the psychologist Carl Rogers with the aim of restoring the psycho-physical and creative well-being: it is based on the quality of active listening and empathy of the counsellor; it uses forms, in this case writing, to control and express emotions. The psycho-physical and creative well-being of the person promotes the processes of attention and concentration, strengthens self-esteem and prevents dangerous and unproductive behaviours.

[**Creativity.** C. Rogers' definition: If you feel free and responsible, you will act accordingly, and participate in the world. A fully-functioning person will feel obliged by their nature to contribute to the actualization of others, even life itself. This can be through creativity in the arts or sciences, through social concern and parental love, or simply by doing one's best at one's job.]

Grow and walk

The project involves the participation of students in the care of the school garden; it includes theoretical sessions (every Friday afternoon they attend a gardening course and learn about three diverse botanical species and their classification) and practical gardening classes .

The students work together **to create a garden**. They set flowers and plants; the choice is left to their initiative, the garden becoming the result of the evolution and the taste of the young curators and their creative ability. The plants slowly adapt themselves to the new environment; some disappear with time and are replaced by more suitable ones. This revision is far from permanent, there is always a change and original inspired inventiveness, on the side of the students, to create green patches, in addition to the development of their knowledge of the basic techniques of gardening and botanical nomenclature. The simple contact with the green world is also meant to stimulate in young people environmental sensibility and also aesthetical care; the garden itself turns out to be a place more accessible and pleasant. As a girl taking part in the project declared: "This course is important for us : a part from learning more about plants, it gives us the opportunity to create a lovely place we want to enjoy"

A photo gallery of the most beautiful specimens grown in the garden is also published on the school website at the end of the school year.



Besides, the second part of the project involves, when possible, the experience of going on walks and excursions, observing and photographing natural places of great beauty in nearby or more distant areas.

Photography Workshop

The course aims to introduce students to digital photography, or better to the management of digital or digitized images. At the end of the course the student, in addition to know how to use the basic properties of a photo editing program, has also the ability **to create** an image that is the result of a vision of his own and of his introspective analysis related to the things or to the places he wants to focus his attention on.

A photo gallery of the most beautiful and most personal interpretations of any subject is organized at school at the end of the school year.



Theatre Workshop

The project comes up for pupils as an alternative to a traditional method of teaching.

It aims at involving them in a **creative action** that helps to reconsider school as a creative and re-creative place with a variety of singing, dancing, music and acting workshops. Any student can join it.

The activity this year was based on the preparation, realization and interpretation of some Greek myths.

Appendix

As teachers of foreign languages, M. Rosaria and I always try to introduce activities which develop creativity .

Here is just a practical idea:

Creating a story

The teacher dictates or writes the following questions on the board and asks students to leave a blank line after each question.

1. What was the salesman selling?
2. Where was he?
3. What did he do?
4. What did he promise?
5. What did the customer say or do?

The teacher puts students in pairs or small groups and asks them to think of a possible answer for each question. The five sentences should form a story line.

After a few minutes each group reads (or tells) the story they have created. Each story can be different.

Here is an example:

One day a man selling vacuum cleaners decided to go out in the country.

After driving for some time, he came across a remote farmhouse.

He knocked at the door and the farmer's wife appeared.

"Good morning, madam," said the salesman, "I'm going to show you something you'll never forget."

Before she could answer, he threw a bag of dirt onto her clean floor.

"Now," he went on, "I promise you that if this latest model doesn't pick up every bit of dust, I will eat it."

The farmer's wife disappeared into the kitchen and after a few moments came rushing back..

"Here's a spoon," she said, "we haven't got any electricity."