Creativity and Mindfulness in the Classroom

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Agenda:

- Introduction
  - Shadows to Light
  - Downtowning
- Integration of these two programs.
  - Creativity and Mindfulness
- Examples
- Conclusión
- Questions or Comments
**Introduction**

**Creativity** and **Mindfulness** are important concepts that are intertwined in the business world, as well as in education. By combining these two concepts, instructors tutoring their students to develop a more holistic approach to learning.

This presentation will explain how these two concepts can be used to help students to acquire a deeper learning of their college classes at the same time they revalue their cultural knowledge that help them to success in their future careers.

The content of this presentation will be divided into three sections: the first section will discuss the main features of **Shadows to Light**. The second section will focus on **Downtowning** project and how creative thinking skills are applied in the classroom. The final section of the presentation will focus on explaining how the two programs work together for the benefit of the students.
Shadows to Light
Shadows to Light

- Philosophy (Local Knowledge)
- Art (Art like experience)
- Mindfulness
  - Meditation by
    - Slow reading and looking
    - Mindfulness speaking
    - Mindfulness Eating
    - Mindfulness moving

Details.

- Philosophical readings their artistic representation
- Review some fallacies
- Meditate by eating and reflect about the art of tasting
- Meditate by moving e.g. walk, yoga, lifting weight etc.
Mindfulness Meditation

- Slow Looking
  - Artistic representation of readings
  - Meditation Video

Picture link:
Video link:
Short 5 Minute Guided Meditation for Mindfulness - YouTube
Meditation by Mindfulness speaking

- Students share orally one event of their week
- We read some fallacies and identify some in our speaking or others speeches

Meditation by Mindfulness eating

- Students identify the colors of their favorite food
- Make questions about the Meal and identify texture, taste and the artistic design on it
Downtowning
What is Downtowning

- **Downtowning** is a project that provides students with tools and knowledge to stimulate their creativity through the creation of multimedia and transmedia content (written text, audio, video, photography, web design).
- **Downtown El Paso** will be taken as a meeting point and object of study for the creation of this material.
- The final product will be a **website** containing **photos, video, audio clips** and **written texts** that will attest to what the students have learned and experienced in this course.
Objectives

- Give students tools and knowledge to stimulate their creativity
- Learn to tell stories (real or fictional)
- Learn to use different means of artistic expression (writing, photography, audio, video) and technological tools (Google Tools, web design)
- Identify and document our stories and the stories of our city that enrich our history and culture
- Recognize and work on student’s adaptability to the new world of work and its demands.
Class 1
Intro to the Class

Class 2
Storytelling and Creative Writing
9/3 – Group A
9/10 – Group B

Class 3
Tell your story with audio, photo and video
9/17 – Group A
9/24 – Group B

Class 4
Field trip: Sabores
10/8 – Group B
10/15 – Group A
10/22 – Group B

Class 5
Group A and B
10/29
Field trip: Murales

Class 6
Field trip: Lugares
11/12 – Group A
11/19 – Group B
Downtowning

Downtowning
Exploring El Paso’s Heart
Class 1

Story Map

Students used Google Maps to tell a story. They picked one of these prompts:

- The history of your family
- The story of a road trip
- The story of the best day of your life
- A food/artistic guide of your Community/City

Some examples:
Monserrat
Iván
Storytelling

In this class, students learned the basic elements of storytelling. They identified how storytelling could be beneficial in their careers as students and professionals, and they applied these elements to tell a story and engage an audience by producing emotional/thoughtful pieces.

They use these knowledge to write a fictional story with Downtown El Paso as location.

Exercise 2

1. September 24, 2022, a raining day in El paso downtown its actually rare when a raining day especially if its looking like nighttime. Walking on the streets of downtown just to do my job its surprise that I am still on business in a calm city like this, not many people need me and the ones that do is mostly for some small jobs, but today it is a small but interesting job a stolen ring on pawn shop, the most complicated case that I had on years. Haven’t guess my job already? I am a detective, Detective Brude and you may ask why did I wanted to become a detective on one of the peaceful cities well it all started when I was I kid detective movies where my passion and cowboy movies too but that a story for another day, I graduated at my 20s from law enforcement to became what my past self-wanted to be and its not a bad life, the only bad thing about this not many people need the service of a detective or just called for dumb things, or like today they called me because the police could do anything about it.

As I enter the pawn shop, I can feel the tension between the cops, the owners of the store and the couple that hire me. Considering that I grab one of my cigars candies yes the candy that looks like cigars I don’t like to smoke of for dramatic purpose and started to ask what happened. The first ones to speak where the couple Mr. wright and Ms. Fey "What happened was that we wanted to pawn a weeding ring just to pay the school for our daughter but when we are about to make the deal all the
Some examples of the student’s work

It was a cool, quiet night when John arrived at the spot at the bridge, he was supposed to meet the guy that would help him get some money. John was neck deep in financial problems, having lost his job at a factory a few months ago he now had no way to pay for his sister’s cancer treatment. John had tried looking for various jobs but to no avail, when one of his friends from the factory, Mike, called him. He asked John how the job hunt was going to which John told him not well. Mike told John that he knew he needed money for his sister and told him he could help him out. John naturally tried to ask Mike more questions, but Mike told him if he really needed money to meet him under the bridge that next night. John knew he really needed money to help pay for his sister’s treatment and couldn’t bear the thought of letting his sister down. Uneasy about the whole situation John went to the spot he and Mike agreed to but was greeted by a man he had never seen before. The stranger told John that it was an easy job he just had to take the package to an address written down on a small piece of paper, drop it off, and come back to collect his payment. John was justifiably anxious about the whole situation. What was he dropping off, what would happen to him if he gets caught? A million questions raced through his mind but he knew he needed the money so he took the backpack that contained the package and made his way to the bridge. John surprisingly made it through security with no problems but unknown to John there was a man in a green cap following him. Before he could make it to the drop-off point John was captured by a group of men and put into a van. John had unknowingly inserted himself into a situation he did not want to be a part of and was now unsure if he would even make it back home. John was captured and taken to a warehouse where he was tied down to a chair. Some men tried to ask him questions but all John could answer was he didn’t know all he knew was to drop off the package at a location. The questioning was interrupted by a loud bang that sent the men questioning John running out of the room. The warehouse was being taken over by the authorities and as they made their way through the compound the door to John’s room flew open and it was the same man in the green cap from the bridge. John didn’t recognize him but the man told John he had been following him because he looked suspicious but then saw him get kidnapped and called other units after seeing John was taken into the warehouse. In a stroke of luck, John had been saved and cleared of any suspicions as he was no longer a suspicious man crossing the bridge but was now just some guy who had gotten kidnapped. The police took John into the station and after being cleared he was allowed to return back home having not completed the job but at least he was able to say he was still alive.

Betsua Lara

December

I remember it was December.

I remember going to the heart of El Paso.

I remember a dark, chilly night with trees covered with dazzling lights.

I remember my family being present, but there were many other individuals around us.

I remember seeing lighting flashes all over the place.

I remember shouting, laughter, and cars.

I remember my mom instructing me to pose for the picture.

I remember a large man in a red outfit and a white bear surrounded by green elves.

I remember having nice and wonderful experiences recorded in photographs.

I remember it being the holiday season.

I remember San Jacinto’s Plaza Christmas lights.
Class 3

Photo, Video and Audio

In this class, students learned the basic elements of **photo, video and audio** production, and applied these elements to **tell a story and engage** an audience by producing **emotional/thoughtful** pieces.
Photography

Pick **3 of these prompts** and take a picture that represents each one.

Be Creative!

Try to use different **features of your phone camera** (panoramic, night time, wide angle lense) and **different features of the photo editing app** to convey the feeling you want to express.

**Photography 30 Day's Challenge**

Day 1: Self portrait  
Day 2: Outfit of the day  
Day 3: Clouds  
Day 4: Something Green  
Day 5: Shadow  
Day 6: Water  
Day 7: Landscape  
Day 8: Black and White  
Day 9: Jewelry  
Day 10: Childhood Memory  
Day 11: Eyes  
Day 12: Sunset  
Day 13: Coffee or Tea  
Day 14: Something Blue  
Day 15: Silhouette  
Day 16: Flowers  
Day 17: Your Pet  
Day 18: Your Shoes  
Day 19: Window  
Day 20: Travel  
Day 21: Faceless  
Day 22: Music  
Day 23: Your favorite Hairstyle  
Day 24: Something Red  
Day 25: Strangers  
Day 26: Door  
Day 27: Trowback 10 years ago  
Day 28: Hobby  
Day 29: Fruit  
Day 30: Someone You Love

Need some inspiration? Take a look at this article for some cool ideas!
1. **A day in my life** - Keep your phone handy throughout the day and take little video snippets of what you get up to. Who you meet, what you eat, where you shop, and what you do to unwind! Edit these together and let your audience get a snapshot of what it’s like to be you for a day.

2. **Hometown Pride** - Create a video/slideshow showing off the beautiful parts of your city. Start it off with the text overlay “When I say I live in El Paso/Juárez, this is what I mean…” and then compile a slideshow of your best pics/videos of your location in time to the beat of the music!

3. **Storytime** - For this reel, simple is the best. Sit down and tell your story to the camera as if you’re talking to a friend. Get descriptive and engaging – if this is a long story, you can even make this a multiple-part series.
Audio

Pick 1 of these prompts and make a audio file for it.

Be Creative!

You can use the video editing app to edit your audio.

1. **A day in my life** - How does a day in your life sounds? Record different audio snippets throughout the day and put them together to tell us a story.

2. **Hometown Dictionary** - What are some expressions and words from the Border? Pick 10 to 15 words/expressions and interview friends and family members asking them the definitions of these words. The idea is to create an audio dictionary with all these interviews.

3. **The Senses** - Describe an event/activity/place using the senses of smell, sound, touch, and taste.
In conclusion:

The collaboration of the Shadows to light program and downtowning was possible because both programs aim to empower Latino community students to enrich their knowledge with the local culture borderland using their creativity by learning multimedia tools and practicing several meditation exercise.

The students will be able to develop an awareness of the different cultural expressions of their community.

The students could identify the value of their bilateral and bicultural background, which they get for living in a borderland city or they could also get by having a family with different cultural background.

The students can develop their creativity through the Dowtowning project by experiencing the different artistic expressions of the local community.
Questions, Comments and Suggestions.

Thanks for your time.
More Information

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