

Lesson 5 Teacher's Guide: Mental Faculties

1. Lesson Header

Position: Lesson 5 of 20

Duration: 40–50 minutes

Age Group: 12–18 years, Liberia, West Africa

Core Idea: Your conscious mind works through six faculties: imagination, will, perception, intuition, reason, and memory. School trains only two of them well.

2. Learning Objectives

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

1. Name the six mental faculties
2. Explain why memory alone does not make someone educated
3. Identify which of the six faculties they use least
4. Practice using imagination deliberately on a real problem

3. Opening Hook (5 minutes)

Ask: “Who here is good at remembering things?” Let several hands go up.

“Now. Who here is good at imagining things that don't exist yet?”

Fewer hands, usually.

“Both of those are tools your mind uses. School graded you mostly on one of them. Today we look at all six.”

4. Core Content

Six Tools, Not One

Your conscious mind works through six mental faculties. Imagination. Will. Perception. Intuition. Reason. Memory.

Each one does a different job. None of them is the whole mind by itself.

The Servant and the Gift

Reason is careful. It checks, it doubts, it wants proof before it moves. It is a faithful servant.

Intuition and imagination work differently. They arrive suddenly, often without proof yet attached. Many people call this a gift, and then ignore it, because it does not arrive on command the way memory does.

A society that only honors the servant, and forgets the gift, produces people who can recite everything and imagine nothing.

What Educated Actually Means

Being educated does not mean carrying a large pile of facts.

It means having trained your mental faculties well enough that you can go and acquire whatever you actually want, using whichever faculty the moment calls for.

That definition has nothing to do with how many exams you passed. It has everything to do with how well your six tools work together.

5. Story: "The Question Mr. Kollie Didn't Expect"

Sekou was not the top student in his WAEC preparation class. That title belonged to a girl named Fanta, who could recall a formula the instant it was mentioned.

Sekou was slower with recall. He knew this about himself, and it embarrassed him a little, especially when Mr. Kollie called on him and he needed a few extra seconds to answer.

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In the mock exam, one question appeared that nobody in the class had seen a matching example for. Not in the textbook. Not in Mr. Kollie's past papers. A word problem about splitting cost between market traders, structured strangely, with a twist nobody's memorized method quite fit.

Fanta stared at it, flipping mentally through every formula she owned, and found none of them fit cleanly.

Sekou stared at it too. His memory offered him nothing useful either.

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But somewhere in the staring, a picture arrived. Not a formula. A picture of the actual market, three traders, coins changing hands, one trader with more goods than the other two.

He didn't know where the picture came from. He just followed it, drawing it roughly in the margin of his answer sheet, moving the coins around on paper the way he imagined the traders would.

Slowly, a method built itself out of the picture. Not the method the textbook would have used. His own method.

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He got the answer. When Mr. Kollie marked the papers, he stopped at Sekou's page for a long time, checking the workings twice.

"This isn't how I taught it," he said, in front of the class.

Sekou's stomach dropped, certain he was about to be corrected.

"It's also correct," Mr. Kollie said. "Where did this come from?"

Sekou looked at his own drawing in the margin, the little coins, the little traders.

"I just pictured it," he said, unsure if that counted as a real answer.

Mr. Kollie looked at him for a moment. "Keep pointing that thing wherever you need it," he said, and moved on to the next paper.

6. Activity (10 minutes)

Materials: any paper, any pen or pencil.

1. Write the six faculties down the side of your page: Imagination, Will, Perception, Intuition, Reason, Memory.
2. Next to each, write a number from 1 to 5 for how often you use it on purpose.
3. Circle the one with the lowest number.
4. Pick a real problem you're facing right now, in school or at home.
5. Spend two minutes trying to solve it using only the faculty you circled.

7. Discussion Questions

1. Which faculty surprised you by scoring low?
2. Where in your own life have you solved something using intuition or imagination rather than memory or reason?
3. Why do you think school mostly trains reason and memory?
4. What is one way you could deliberately train the faculty you use least, this week?

8. Facilitator Notes

Some students will insist they "aren't creative" and cannot use imagination on demand. Reassure them Sekou's story is about following a small picture, not staging a grand vision.

Do not let the exercise turn into ranking students against each other by faculty. The point is self-awareness, not comparison.

If time allows, let two or three students share their circled faculty and why. This often surfaces useful patterns for the group.

This lesson connects directly forward to the Stick Person model next lesson, where these faculties get placed inside the conscious mind visually.

9. Bridge to Lesson 6

Before students leave, ask:

“If these six faculties live in your conscious mind, where do you think your habits and automatic reactions live?”

Let them guess.

“We draw the whole picture next time.”