

CHFD 5130 – Creative Activities for Young Children

Spring 2009

Time: Wednesday 8:00 – 11:00 a.m.

Dawson Hall, Room #306

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Text: Mayesky, M. (2009). *Creative activities for young children, 9th Edition*. Clifton Park, NY: Thomson Delmar Publishers.

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed.)*. Washington, DC: NAEYC. (includes CD readings)

Readings packet available at Bel Jean

Course Description:

The course will focus on quality individual and group programming for young children based upon current theory, research, and developmentally appropriate practice. Special emphasis will be placed upon the integration of creative activities including art, music and movement, nutrition, health and safety, dramatic play, science, math, language arts, social studies, sensory activities, and computer applications. Included will be a field experience with groups of children that will involve planning and implementing curriculum activities.

Course Objectives:

The students will:

- A. Define creativity and describe criteria of creative behavior
- B. Observe and assess creative characteristics/behaviors of children and teachers
- C. Demonstrate an understanding of the value and characteristics of play
- D. Articulate the value of creative activities in promoting developmentally appropriate practice
- E. Incorporate creative activities that promote developmentally appropriate practice for children ages preschool through 5th grade into activity plans
- F. Assess and plan for the inclusion of special populations in creative activities
- G. Compile a collection of creative activity ideas and materials to use with children in the areas of art, music and movement, nutrition, health and safety, outdoor play, dramatic play, science, math, language arts, and sensory
- H. Plan and implement creative activities with groups of children in the areas of art and nutrition or health
- I. Review and evaluate software and web sites for the early childhood classroom

COURSE OUTLINE

- Please make sure you have your syllabus with you each time class meets.
- Readings beginning with “Chapter” are in the Mayesky textbook.
- Readings beginning with “Copple” are in the Developmentally Appropriate Practice book.
- Readings indicated by an * can be found in the Bel-Jean readings or on the DAP CD ROM.
- The course syllabus provides a general plan for the course; deviations may be necessary

DATE	TOPIC
January 14	<p>TOPICS Orientation to course Health and safety in the classroom Value and characteristics of play</p> <p>ASSIGNMENTS () Observe in assigned classroom during your participation</p>
January 21	<p>TOPICS Definition of creativity/Creative characteristics/Behaviors of children and teachers Multiculturalism</p> <p>READINGS () Health and Safety handout () Chapter 1, Concept of creativity, pp. 3-16 () Chapter 2, Promoting creativity, pp. 17-35 () Chapter 5, Children, teachers, and creative activities, pp. 74-103 () Chapter 6, Creative environments, pp. 104-119 () Chapter 7, Play, development and creativity, pp. 120-138 () Copple- Developmentally Appropriate Practice in EC Programs, pp.1-31 *() Honig article- Play: Ten Power Boosts for Children’s Early Learning (DAP CD, Reading # 51)</p> <p>ASSIGNMENTS () Reading Reflections over January 21 readings</p>
January 28	<p>TOPICS The importance of creative movement for young children Goals for music in the early childhood classroom</p> <p>READINGS () Chapter 3, The concept of aesthetics, pp. 36-53 () Chapter 4, Promoting aesthetics experiences, pp. 54-71 () Chapter 16, Creative movement, pp. 345-365 () Chapter 17, Creative music, pp. 366-38 () Appendix F, Criteria for selecting play equipment for young children, pp. 624-626 *() Palmer article – The music, movement, and learning connection, pp. 18-22 *() Kemple, Batey & Hartle article – Music Play: Creating centers for musical play and exploration, pp. 23-30 *() Humpal & Wolf article-Music in the inclusive environment (DAP CD, Reading #49)</p> <p>ASSIGNMENTS () Reading Reflections over January 28 readings</p>
February 4	<p>TOPICS Art and the development of the young child</p> <p>READINGS () Chapter 9, Art and social emotional growth, pp. 142-163 () Chapter 10, Art and physical-mental growth, pp. 165-186 () Chapter 11, Developmental levels and art, pp. 187-213 () Chapter 12, Program basics: Goals, Setting up, materials, and strategies, pp.214-243 () Chapter 13, Two-dimensional activities, pp. 245-265 () Chapter 14, Three-dimensional activities, pp. 267-291</p>
(Continued)	

	<p>* () Drew & Rankin article – Promoting creativity for life using open-ended materials (DAP CD, Reading #52)</p> <p>* () Helm, Huebner & Long article – Quiltmaking: A perfect project for preschool and primary pp. 37-42</p> <p>ASSIGNMENTS</p> <p>() Reading Reflections over February 4 readings</p> <p>() Music/movement activities for resource file due</p>
February 11	<p>TOPICS</p> <p>Continue Health and Safety</p> <p>Sensory experiences in the early childhood classroom</p> <p>Incorporating creative activities in the block and woodworking areas</p> <p>READINGS</p> <p>* () Drew, Christie, Johnson, Meckley & Nell article- Constructive play: a value-added strategy for meeting early learning standards (DAP CD, Reading # 14)</p> <p>* () Crosser article – Making the most of water play pp. 57-61</p> <p>* () Jensen & Bullard article – The mud center: Recapturing childhood pp. 62-65</p> <p>* () Baker article – Development through block play pp. 66-69</p> <p>* () Huber article – Woodworking with young children pp. 70-72</p> <p>ASSIGNMENTS</p> <p>() Art field activity plan due to 5130 instructor</p> <p>() Art activities for resource file due (one of these activities is your art field activity plan; copies for classmates)</p> <p>() Reading Reflections over February 11 readings</p>
February 18	<p>TOPICS</p> <p>Teaching nutrition during creative food experiences</p> <p>Discussing health and safety issues with young children</p> <p>READINGS</p> <p>() Chapter 21, Creative food experiences, pp. 441-470</p> <p>() Chapter 23, Creative health and safety experiences, pp. 493-513</p> <p>* () Youngquist article – From medicine to microbes: A project investigation of health pp. 73-77</p> <p>* () Zygmunt-Fillwalk & Evanko Bilello article – Parents’ victory in reclaiming recess for their children pp. 78-82</p> <p>ASSIGNMENTS</p> <p>() Discuss art activity with field instructor</p> <p>() Fingerplay and prop for resource file due (Be prepared to demonstrate fingerplay and display homemade prop in class! Copies for classmates.)</p> <p>() Reading Reflections over February 18 readings</p>
February 25	<p>TOPICS</p> <p>Promoting positive language development and reading skills</p> <p>Making transitions fun</p> <p>Quiet relaxation activities</p> <p>READINGS</p> <p>* () Chapter 18, Creative language experiences, pp. 355-387</p> <p>* () Nekovei & Ermis article- Creating classrooms that promote rich vocabularies for at-risk learners (DAP CD, Reading #1)</p> <p>* () Jalongo article- Bringing books and young children together in the classroom (DAP CD, Reading # 7)</p> <p>* () Baker article – Transition time: Make it a time of learning for children pp. 43-45</p>
	<p>ASSIGNMENTS</p> <p>() Implement Art Activity in classroom this week</p> <p>() Nutrition/Health/Safety field activity plan due to 5130 instructor</p> <p>() Nutrition/Health/Safety activities for resource file (one of these activities is your field activity plan; copies for classmates)</p> <p>() Reading Reflections over February 25 readings</p>

March 4	TOPICS The importance of science development
	READINGS <input type="checkbox"/> Chapter 19, Creative science, pp. 389-416 <input checked="" type="checkbox"/> Ross article – Science their way pp. 83-90 <input checked="" type="checkbox"/> Jones & Courtney article- Documenting early science learning (DAP CD, Reading #23) <input checked="" type="checkbox"/> Geist & Baum article-Yeah, but’s that keep teachers from embracing an active curriculum: overcoming the resistance (DAP CD, Reading #69)
	ASSIGNMENTS <input type="checkbox"/> Discuss Nutrition/Health/Safety plan with field teacher <input type="checkbox"/> Language activity for resource file due (1 activity)(Copies for classmates) <input type="checkbox"/> Transition activity and prop for resource file due (Be prepared to display in class; copies of plan for classmates) <input type="checkbox"/> Evaluation of implemented art activity due <input type="checkbox"/> Reading Reflections over March 4 readings
March 11	SPRING BREAK
March 18	TOPICS The development of dramatic play Incorporating creative activities in social studies Inclusion in the early childhood classroom
	READINGS <input type="checkbox"/> Chapter 15, Dramatic play and puppetry, pp. 294-316 <input type="checkbox"/> Chapter 22, Creative social studies, pp. 471-492 <input checked="" type="checkbox"/> Hatcher & Petty article – Visible thought in dramatic play pp. 96-99 <input checked="" type="checkbox"/> Bodrova & Leong article- Chopsticks and Counting Chips: Do play and Foundational skills need to compete for the teachers attention in the early childhood classroom (DAP CD – Reading #10) <input checked="" type="checkbox"/> Perry article – Making sense of outdoor pretend play (DAP CD-Reading #45) <input checked="" type="checkbox"/> Mindes article- Social studies in today’s early childhood curricula (DAP CD, Reading #60) <input checked="" type="checkbox"/> Lenhoff & Huber article – Young children make maps! pp. 105-110 <input checked="" type="checkbox"/> Sandall article – Play modifications for children with disabilities (DAP CD-Reading #50) <input checked="" type="checkbox"/> Mitchell article – Making the most of creativity in activities for young children with disabilities (DAP CD-Reading # 46)
	ASSIGNMENTS <input type="checkbox"/> Implement Nutrition/ Health/ Safety plan in classroom <input type="checkbox"/> Science activity for resource file due (1 activity) (Copies for classmates) <input type="checkbox"/> Reading Reflections over March 18 readings
March 25	TOPICS Creative mathematics throughout the day and the classroom Project work
	READINGS <input type="checkbox"/> Chapter 20, Creative mathematics, pp. 417-439 <input checked="" type="checkbox"/> Wallace, Abbott & McAlhaney Blary article- The classroom that math built: encouraging young mathematicians to pose problems (DAP CD-Reading #11) <input checked="" type="checkbox"/> Murray article – Ideas on manipulative math for young children pp.117-118 <input checked="" type="checkbox"/> Chenfeld article – Get the elephant out of the room! We’re finished with the E’s! pp. 119-121 <input checked="" type="checkbox"/> Make-up readings missed in DAP book and CD
	ASSIGNMENTS <input type="checkbox"/> Evaluation of implemented Nutrition/Health/Safety activity due <input type="checkbox"/> Dramatic play group prop plan due <input type="checkbox"/> Reading Reflections over March 25 readings

ASSIGNMENTS

1. RESOURCE FILE

A. The resource file should be in the form of a notebook with dividers. The resource file will contain activities from each of the categories mentioned below. If two activities on one topic are to be completed, one activity should be for children in prekindergarten - 2nd grade and the other activity for children in the 3rd - 5th grades. Activities included in the textbook should **not** be used for the resource file. Sufficient detail should be provided in each activity plan so your peers could easily implement the plan. Be prepared to discuss your activities and provide a sample plan when appropriate. The Activity Plan Form found in the Bel Jean packet should be followed. Activities are due throughout the semester. See the course outline for due dates.

2 Music/Movement (2 activities)

2 Art (2 activities)

1 Language/Books (1 activity)

2 Nutrition/health/safety (2 activities)

1 Science (1 activity)

1 Math (1 activity)

B. The resource file should also contain activities from each of the following categories. For the categories of fingerplay and transitions, props should be created (total of two props in all). Props should be brought to class and ready for display/demonstration on the days that the activities are due (see syllabus).

1 Fingerplay (prop needed)

1 Transition (One transition for children Pre-K - 2nd Grade, prop is needed)

1 Indoor game (no prop needed)

1 Outdoor game (no prop needed)

Two copies of all activities should be turned in to the instructor. The activities from each category from 1A and 1B **should be photocopied for each class member.** The photocopies for class members are due the same time the activities are due (see syllabus). Remember to give credit to your sources for the activities/ideas used.

EVALUATION OF THE RESOURCE FILE

A. Format

Activity Plans are complete and contain all information requested

Activities are typed on the Activity Plan form

Activity Plans are grammatically correct and contain no spelling errors

B. Content

Activities and adaptations are creative and age appropriate

Activities promote creativity in children based on discussion of creativity in class

Activities can be easily understood and implemented by others

The correct number of activities for each area are included in the file

C. Props

Props are purposeful to the activity

Props are interesting and inviting

Props are durable and safe for use with young children

D. Credit to Resources

Credit is given to source of activity.

Cite entire reference:

- a. Book-list title, author, publisher, date and page number
- b. Journal-list title, author, name of journal, date and page number
- c. Web page-list entire address
- d. You-if you made up activity, cite yourself!

2. FIELD ACTIVITY IMPLEMENTATION

Two creative activities, one in each of the areas of art and the other in nutrition, health or safety will be presented to children during the student's field experience. Activities planned must support the current topics in the field experience classroom. The criteria for promoting creativity in children should be considered when planning the activity. The activity must be approved by the CHF 5130 instructor and the classroom teacher prior to presentation (see course syllabus for approval due dates). A Field Activity Form is provided. After the activity has been presented, evaluate the experience using the evaluation criteria described below.

Comments/suggestions made by the field teacher are to be included in the evaluation. **Be sure to attach your original plan to your evaluation form.** An Evaluation Field Activities Form can be found in the Bel Jean packet.

EVALUATION OF FIELD ACTIVITIES

A critique of the activities is to be completed and will include:

Strengths of activity

Areas to be improved

Involvement of the children

Promotion of creativity

Feedback from the supervising teacher

3. READING REFLECTIONS

Questions related to assigned readings will be given each week. Questions are to be answered **completely** and must be **typed and double-spaced**. Due dates for question assignments are located on the syllabus.

EVALUATION OF READING REFLECTIONS

Answers are complete, clearly written and reflect the readings

Questions and answers are typed

Answers are grammatically correct and contain no spelling errors

4. INTERNET ACTIVITY SEARCH

A search of one web site with activities for children is to be completed by the due date on the syllabus. A brief evaluation of the site, the web address, the sponsor of the web site, information on the site and overall usefulness is to be included and distributed to class members.

EVALUATION OF INTERNET ACTIVITY SEARCH

The following information is included in the evaluation of the web site:

Web address

Sponsor of web site

Brief evaluation of the site

Information provided on the site

Overall usefulness of the site

5. DRAMATIC PLAY PROJECT

The class will be divided into dramatic play project groups. A dramatic play prop box will be created based on a theme chosen by the group and approved by the instructor. The dramatic play prop box will be shared in class and then given to teachers to implement in a classroom at the McPhaul Child Development Center. The project group will be responsible for completing the dramatic play form and collecting all props and accessories for the prop box.

EVALUATION OF DRAMATIC PLAY AREA

Props

Props are realistic

Props are safe

Props are age appropriate

A variety of props are provided

Several of each prop are included to avoid conflict

6. GROUP PRESENTATIONS

Each group of 6-7 students will select a topic of interest for a presentation/workshop that would be relevant to an adult audience of parents/teachers. Topics must be approved by the instructor. Each workshop will be presented to the class on the dates assigned during the semester. Each group member is expected to actively participate in the planning, gathering of materials, and presentation of the topic. A handout to be distributed at your presentation time is necessary. In addition, hands-on activities that encourage participation from the class are encouraged. Possible ideas but not limited to these ideas are: health issues in the classroom, parent connection ideas, summer activities, gift-making, environmental education activities, recycling activities for children, science activities to do at home, games that foster cooperation, etc.

Planning:

- Meet with group members
- Gather information on topic
- Decide on creative activities that could be used in the presentation
- Develop a written plan (Group Presentation Plan)
- Decide on order of presentation and develop a written agenda
- Gather all materials, equipment, etc. required
- Prepare handout
- Submit typed plan to instructor on designated date prior to presentation

Continued

Presenting the topic

- Set up required materials in the classroom
- Introduce presenters
- Introduce topic and why it is important to the audience
- Review outline
- Implement opening activity
- Implement activities
- Assess presentation

EVALUATION OF GROUP PRESENTATION

- Group presentation plan submitted on designated date prior to presentation
- Room and materials are set up prior to presentation
- Introductions are made
- Handout is provided
- Opening activity is relevant to topic and creative
- Presentation includes a variety of active participation from audience (ie: case studies, role plays, demonstrations, games)

7. EXAMS

Exams will be given over assigned readings and discussions in class (see syllabus for dates).

8. PARTICIPATION / ATTENDANCE

Active participation in all components of the course is required. Attendance is expected and required in both classroom and field. This policy means either perfect attendance or documented absence(s) due to illness or death of a family member. Undocumented absences will result in a 10 point reduction per absence. Students are responsible for communicating with all university faculty and/or cooperating teachers to let them know reason of absence. If you are absent and believe it should be excused, it is your responsibility to provide the instructor with the following information as soon as possible after an absence.

Date,

Class missed

Field day missed and proposed make up day

Reason

Attached documentation

9. MAKE-UP EXAMINATIONS

All excuses must be submitted, and make-up exams will be arranged within one week of the regularly scheduled exam unless other arrangements have been made with instructor.

10. OBSERVATIONS

Observations in your field experience classroom will be conducted periodically throughout the semester. Questions will be assigned as to what activities are to be observed. Please type all observations. Due dates for observations are located on the syllabus.

11. ACADEMIC HONESTY

Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at <http://www.uga.edu/~ovpi/honesty/ah.pdf>

“**Academic Honesty**” means performing all academic work without plagiarism, cheating, lying, tampering, stealing, giving or receiving unauthorized assistance from any other person, or using any source of information that is not common knowledge without properly acknowledging the source.

"**Academic Dishonesty**" means performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty.

The above definitions were obtained from “*A Culture of Honesty, Policy On Academic Honesty, The University of Georgia*” at the above website on January 12, 2009.

13. FERPA

Protection of Private Information: If you have requested a restriction of your personal information, please contact the instructor as soon as possible. An alternative method of taking role and distributing tests and assignments will be determined by the professor and student.

GRADING

You are required to complete the following 8 components listed below:

- | | | |
|----|--|------------|
| 1. | Resource File | 130 |
| | 1 Art Activity (other than field activity) (10) | |
| | 2 Music/Movement Activities (10+10) | |
| | 1 Math Activity (10) | |
| | 1 Science Activity (10) | |
| | 1 Language/Book Activities (10) | |
| | 1 Fingerplay and 1 Prop (10+10) | |
| | 1 Transition activity and 1 Prop (10+10) | |
| | 2 Games (Indoor and Outdoor) (10+10) | |
| | 1 Nutritional/Health/Safety (10) | |
| 2. | Field Activity Presentation | 40 |
| | Art - Plan/Implement/Assessment (10+10) | |
| | Nutrition/ Health/Safety - Plan/Implement/Assessment (10+10) | |
| 3. | Reading Reflections, Observations and Exams | 120 |
| 4. | Internet Activity | 10 |
| 5. | Dramatic Play Project | 30 |

6. Group Presentation	60
7. Participation (Please see attendance policy)	
8. Final Exam/Project	30
TOTAL POINTS	140

**THE COURSE SYLLABUS PROVIDES A GENERAL PLAN FOR THE COURSE;
DEVIATIONS MAY BE NECESSARY!!!**

The following is the grading system:

GRADE	PERCENTAGE	POINTS REQUIRED
A	94%	394 - 420
A-	90%	378 - 393
B+	87%	365 - 377
B	83%	348 -364
B-	80%	336 - 347
C+	77%	323 - 335
C	74%	310 - 334
C-	70%	294 - 309
D	65%	273 - 293
F	< 65%	Less than 272

Student Name _____

Classroom _____

Date _____ Time Begin _____ and End _____

Teacher's Name _____

1. What activities were children and teachers participating in when you observed?
What was the approximate time schedule for the period you observed?

2. What were your overall impressions of the classroom?

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Classroom Sign In Form

Classroom _____

McPhaul Schedule: _____

AREA	ACTIVITY PLAN	ACTIVITY PLAN
Art		
Music/Movement		
Math		
Science		
Language		
Fingerplay		Prop
Transition		Prop
Game	Indoor	Outdoor
Nutrition/Health/Safety		

FIELD ACTIVITY PRESENTATION = 40

AREA	PLAN	IMPLEMENT	ASSESSMENT	TOTAL
Art				
Nutrition/Health/Safety				

READING REFLECTIONS/QUIZZES/OBSERVATIONS

Date	1/18	1/18	1/25	2/1	2/8	2/15	2/22	3/1	3/15	3/22	3/29	4/5	4/12
									Spring Break				

INTERNET ACTIVITY = 10 _____

DRAMATIC PLAY PROJECT = 30 _____

GROUP PRESENTATION = 60 _____

PARTICIPATION (See attendance policy) = _____

FINAL EXAM = 30 _____

TOTAL POINTS:

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CREATIVE ACTIVITIES GRADING FORM**

Student Name: _____

AREA	ACTIVITY PLAN	ACTIVITY PLAN
Art		
Music/Movement		
Math		
Science		
Language		
Fingerplay		Prop
Transition		Prop
Game	Indoor	Outdoor
Nutrition/Health/Safety		

FIELD ACTIVITY PRESENTATION = 40

AREA	PLAN	IMPLEMENT	ASSESSMENT	TOTAL
Art				
Nutrition/Health/Safety				

READING REFLECTIONS/QUIZZES/OBSERVATIONS

Date	1/14	1/21	1/28	2/4	2/11	2/18	2/25	3/4	3/11	3/18	3/25	4/1	4/8
									Spring Break				

INTERNET ACTIVITY = 10 _____
 DRAMATIC PLAY PROJECT = 30 _____
 GROUP PRESENTATION = 60 _____
 PARTICIPATION (See attendance policy) = _____
 FINAL EXAM = 30 _____

TOTAL POINTS: