

## CHFD 5130 – Creative Activities for Young Children

Spring 2007

Time: Thursdays 11:00 - 1:45

Dawson Hall, Room #306

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**Text:** Mayesky, M. (2006). *Creative activities for young children, 8th Edition*. Clifton Park, NY: Thomson Delmar Publishers.

Readings packet available at Bel Jean

**Suggested Reading:** Bredekamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: NAEYC

### 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, movement, nutrition, health, dramatic play, 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. Assess and plan for the inclusion of special populations in creative activities
- E. Compile a collection of creative activity ideas and materials to use with children in the areas of music and movement, art, nutrition, health and safety, outdoor play, sensory, math, science, language, dramatic play, and technology.
- F. Plan and implement creative activities with groups of children in the areas of music and movement, art, nutrition or health.
- G. Review and evaluate software and web sites for the early childhood classroom
- H. Articulate the value of creative activities in promoting developmentally appropriate practice

## COURSE OUTLINE

Readings indicated by an \* can be found in the Bel-Jean readings will come from the text.

The course syllabus provides a general plan for the course; deviations may be necessary.

**Please make sure you have your syllabus with you each time class meets.**

DATE	TOPICS/READINGS/ASSIGNMENTS
<b>January 11</b>	<b>TOPICS</b> Orientation to course Health and safety in the classroom Value and characteristics of play
	<b>ASSIGNMENTS</b> <input type="checkbox"/> Sign up for practicum in classroom at McPhaul
<b>January 18</b>	<b>TOPICS</b> Definition of creativity/Creative characteristics/Behaviors of children and teachers Multiculturalism
	<b>READINGS</b> <input type="checkbox"/> Health and Safety handout <input type="checkbox"/> Chapter 1, Concept of creativity, pp. 2-16 <input type="checkbox"/> Chapter 2, Promoting creativity, pp. 17-33 <input type="checkbox"/> Chapter 5, Children, teachers, and creative activities, pp. 66-90 <input type="checkbox"/> Chapter 6, Creative environments, pp. 91-106 <input type="checkbox"/> Chapter 7, Play, development and creativity, pp. 107-122 * <input type="checkbox"/> Perlmutter and Burrell article – Learning through “play” as well as “work” in the primary grades pp. 10-17 <input type="checkbox"/> Bredekamp – Developmentally Appropriate Practice pp. 158-171 <input type="checkbox"/> McPhaul Child and Family Development Center classroom expectations handout
	<b>ASSIGNMENTS</b> <input type="checkbox"/> Observe in assigned classroom during your participation <input type="checkbox"/> Reading Reflections over January 18 readings <input type="checkbox"/> Sign the McPhaul classroom expectations policy and procedure handbook form
<b>January 25</b>	<b>TOPICS</b> The importance of creative movement for young children Goals for music in the early childhood classroom
	<b>READINGS</b> <input type="checkbox"/> Chapter 3, The concept of aesthetics pp. 35-48 <input type="checkbox"/> Chapter 4, Promoting aesthetics experiences pp. 49-65 <input type="checkbox"/> Chapter 16, Creative movement, pp. 317-334 <input type="checkbox"/> Chapter 17, Creative music, pp. 335-354 * <input type="checkbox"/> Palmer article – The music, movement, and learning connection, pp. 18-22 * <input type="checkbox"/> Kemple, Batey & Hartle article – Music Play: Creating centers for musical play and exploration pp. 23-30 <input type="checkbox"/> Appendix F, Criteria for selecting play equipment for young children pp. 605-607
	<b>ASSIGNMENTS</b> <input type="checkbox"/> Classroom observation due <input type="checkbox"/> Work in assigned classroom each week until further instruction. <input type="checkbox"/> Reading Reflections over January 25 readings
<b>February 1</b>	<b>TOPICS</b> Art and the development of the young child
	<b>READINGS</b> <input type="checkbox"/> Chapter 9, Art and social emotional growth, pp. 142-163 <input type="checkbox"/> Chapter 10, Art and physical-mental growth, pp. 165-186 <input type="checkbox"/> Chapter 11, Developmental levels and art, pp. 187-213
<b>(Continued)</b>	

	<p>( ) 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  * ( ) Drew &amp; Rankin article – Promoting creativity for life using open-ended materials pp. 31-36  * ( ) Helm, Huebner &amp; Long article – Quilting: A perfect project for preschool and primary pp. 37-42</p>
	<p><b>ASSIGNMENTS</b>  ( ) Reading Reflections over February 1 readings  ( ) Music/movement activities for resource file due (copies for classmates)</p>
<b>February 8</b>	<p><b>TOPICS</b>  Teaching nutrition during creative food experiences  Discussing health and safety issues with young children</p>
	<p><b>READINGS</b>  ( ) Chapter 21, Creative food experiences, pp. 441-470  ( ) Chapter 23, Creative health and safety experiences, pp. 493-513  *( ) Youngquist article – From medicine to microbes: A project investigation of health pp. 73-77  *( ) Zygmunt-Fillwalk &amp; Evanko Bilello article – Parents’ victory in reclaiming recess for their children pp. 78-82</p>
	<p><b>ASSIGNMENTS</b>  ( ) Art field activity plan due to 5130 instructor  ( ) Art activities for resource file due (one of these activities is your art field activity plan; copies for classmates)  ( ) Reading Reflections over February 8 readings</p>
<b>February 15</b>	<p><b>TOPICS</b>  Continue Health and Safety  Sensory experiences in the early childhood classroom  Incorporating creative activities in the block and woodworking areas</p>
	<p><b>READINGS</b>  *( ) Crosser article – Making the most of water play pp. 57-61  *( ) Jensen &amp; Bullard article – The mud center: Recapturing childhood pp. 62-65  *( ) Baker article – Development through block play pp. 66-69  *( ) Huber article – Woodworking with young children pp. 70-72</p>
	<p><b>ASSIGNMENTS</b>  ( ) Discuss art activity with field instructor  ( ) Reading Reflections over February 15 readings</p>
<b>February 22</b>	<p><b>TOPICS</b>  Making transitions fun  Quiet relaxation activities  Holidays and developmentally appropriate practice</p>
	<p><b>READINGS</b>  *( ) Baker article – Transition time: Make it a time of learning for children pp. 43-45  *( ) Bisson article – Anti-bias curriculum goals pp. 46-49  *( ) Bisson article – Meeting needs when families don’t celebrate pp. 50-56  ( ) Chapter 24, The place of celebrations in the curriculum, pp. 514-524  ( ) Chapter 25, Including celebrations in the curriculum, pp. 525-533  ( ) Chapter 26, Developmentally appropriate celebrations, pp. 535-549</p>

<b>(Continued)</b>	<p><b>ASSIGNMENTS</b></p> <ul style="list-style-type: none"> <li>( ) Implement Art Activity in classroom this week</li> <li>( ) Reading Reflections over February 22 readings</li> <li>( ) Fingerplays and props for resource file due (Be prepared to demonstrate fingerplay and display props in class! Copies for classmates.)</li> <li>( ) 1 Nutrition/Health/Safety activity plan due for 5130 instructor and an additional activity for resource file (copy for classmates)</li> </ul>
<b>March 1</b>	<p><b>TOPICS</b> The importance of science development</p> <hr/> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>( ) Chapter 19, Creative science, pp. 389-416</li> <li>* ( ) Ross article – Science their way pp. 83-90</li> <li>* ( ) Basile &amp; White – Environment education: A walk in the park is just the beginning pp. 91-95</li> </ul> <hr/> <p><b>ASSIGNMENTS</b></p> <ul style="list-style-type: none"> <li>( ) Discuss Nutrition/Health/Safety plan with field teacher</li> <li>( ) Transition activities and props for resource file due (Be prepared to display in class; copies of plans for classmates)</li> <li>( ) Evaluation of implemented art activity due</li> <li>( ) Reading Reflections over March 1 readings</li> </ul>
<b>March 8</b>	<p><b>Continue Health and Safety</b> <b>LAB SESSION--MAY ALSO BE USED FOR GUEST SPEAKERS, PROJECTS, AND/OR EXAM</b></p> <hr/> <p><b>ASSIGNMENTS</b></p> <ul style="list-style-type: none"> <li>( ) Group presentation plan TO BE HANDED IN and placed in mailbox in Family Science Center II, House D</li> <li>( ) Implement Nutrition/Health/Safety plan in classroom</li> </ul>
<b>March 15</b>	<p><b>SPRING BREAK</b></p>
<b>March 22</b>	<p><b>TOPICS</b> The development of dramatic play Incorporating creative activities in social studies Inclusion in the early childhood classroom</p> <hr/> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>( ) Chapter 15, Dramatic play and puppetry, pp. 294-316</li> <li>( ) Chapter 22, Creative social studies, pp. 471-492</li> <li>* ( ) Hatcher &amp; Petty article – Visible thought in dramatic play pp. 96-99</li> <li>* ( ) Perry article – Making sense of outdoor pretend play pp. 100-104</li> <li>* ( ) Lenhoff &amp; Huber article – Young children make maps! pp. 105-110</li> <li>* ( ) Sandall article – Play modifications for children with disabilities pp. 111-112</li> <li>* ( ) Mitchell article – Making the most of creativity in activities for young children with disabilities pp. 113-116</li> </ul> <hr/> <p><b>ASSIGNMENTS</b></p> <ul style="list-style-type: none"> <li>( ) Evaluation of implemented Nutrition/ Health/ Safety activity due</li> <li>( ) Science activity for resource file due (1 activity) (Copies for classmates)</li> <li>( ) Reading Reflections over March 22 readings</li> </ul>



# 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 Nutrition/health/safety (2 activities)

2 Art ( 2 activities)

1 Science (1 activity)

1 Language/Books (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 - 2<sup>nd</sup> 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 CHFD 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 area will be created based on a theme chosen by the group and approved by the instructor. The dramatic play theme will be implemented in an assigned 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 used for the theme. The dramatic play project must be set up on the Friday prior to the scheduled dates indicated below. Students should coordinate times to set up and dismantle the dramatic play area with the classroom teacher so that the classroom routine is not interrupted.

	<b>3-year-old</b>	<b>Head Start</b>	<b>Pre-K</b>
Week of	April 2	April 2	April 2
Week of	April 9	April 9	April 9

## ***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

Area

Area resembles the theme intended

Creativity has been used in creating area

Area is encouraging and inviting

Area is child-friendly

## **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

### 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. MCPHAUL PRACTICUM

For all students, a two hour weekly field experience is a required component of this class. Students are expected to arrive on time, demonstrate a positive attitude toward children and families, and participate in the activities of the room. Each student is to sign **in** and **out** on the attendance sheet in the classroom to receive credit for your experience. If, for a valid reason, you are unable to attend your practicum on the assigned date and time, please call the classroom teacher and inform him/her of your absence **PRIOR** to your expected time of arrival. A makeup practicum for the date missed is at the discretion of the classroom teacher.

## 11. 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.

## 12. 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, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.”

“**Academic Dishonesty** means knowingly 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 August 7, 2006.

## 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:

- |           |  |            |
|-----------|--|------------|
| <b>1.</b> | <b>Resource File</b>   | <b>130</b> |
|           | 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)                             |            |
| <b>2.</b> | <b>Field Activity Presentation</b>                           | <b>40</b>  |
|           | Art - Plan/Implement/Assessment (10+10)                      |            |
|           | Nutrition/ Health/Safety - Plan/Implement/Assessment (10+10) |            |
| <b>3.</b> | <b>Reading Reflections, Observations and Exams</b>           | <b>120</b> |
| <b>4.</b> | <b>Internet Activity</b>                                     | <b>10</b>  |
| <b>5.</b> | <b>Dramatic Play Project</b>                                 | <b>30</b>  |
| <b>6.</b> | <b>Group Presentation</b>                                    | <b>60</b>  |
| <b>7.</b> | <b>Participation (Please see attendance policy)</b>          |            |
| <b>8.</b> | <b>Final Exam/Project</b>                                    | <b>30</b>  |

<b>Approximate Points</b>	<b>Points</b>
Resource File	130
Field Activity	40
Reading Reflection/Observations/ & Exams	120
Internet Activity	10
Dramatic Play	30
Group Presentation	60
Participation (see attendance policy)	
Final Exam	30
<b>Total</b>	<b>420</b>

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

The following is the grading system:

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

Student Name \_\_\_\_\_

**5130/7130**  
**Classroom Observation**

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?



**CHFD 5130/7130 Spring 2007  
CREATIVE ACTIVITIES GRADING FORM**

Student Name: \_\_\_\_\_

McPhaul Classroom: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

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:**