

CHFD 7130 – Creative Activities for Young Children

Spring 2003

Time: Fridays 10:10 - 1:10

Dawson Hall, Room #206

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Text: Mayesky, M. (2002). Creative activities for young children, 7th Edition.
Albany, NY: 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 which 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, and nutrition
- 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 a * can be found in the Bel Jean packet. All other readings will come from the text

| DATE | TOPICS/READINGS/ASSIGNMENTS |
|----------------|--|
| Aug. 17 | <p>TOPICS Orientation to course Health and safety in the classroom Value and characteristics of play</p> <p>ASSIGNMENTS O Observe in assigned classroom during your participation</p> |
| Aug. 24 | <p>TOPICS Definition of creativity Creative characteristics/behaviors of children and teachers Multiculturalism</p> <p>READINGS O Health and Safety handout O Chapter 14, The role of creative play in development, pp. 224-238 *O Perlmutter and Burrell article O Chapter 1, Concept of creativity, pp. 3-16 O Chapter 2, Promoting creativity, pp. 17-31 O Chapter 5, Children, teachers, and creative activities, pp. 61-75 O Chapter 6, Creative environments, pp. 76-87 *O NAEYC position statement on linguistic and cultural diversity</p> <p>ASSIGNMENTS O Reading Reflections over August 24th readings</p> |
| Aug. 31 | <p>TOPICS Art and the development of the young child</p> <p>READINGS O Chapter 8, Art and social emotional growth, pp. 100-116 O Chapter 9, Art and physical-mental growth, pp. 117-136 O Chapter 10, Developmental levels and art, pp. 137-159 O Chapter 11, Program basics: Goals, Setting up, materials, and strategies, pp. 161-186 O Chapter 12, Two-dimensional activities, pp. 187-204 O Chapter 13, Three-dimensional activities, pp. 205-222 *O Engel article</p> <p>ASSIGNMENTS O Reading Reflections over August 31st readings</p> |
| Sept. 7 | <p>TOPICS The importance of creative movement for young children Goals for music in the early childhood classroom</p> <p>READINGS O Chapter 16, Creative movement, pp. 256-270 O Chapter 17, Creative music, pp. 271-288 *O Sanders and Yongue article</p> <p>ASSIGNMENTS O Art activities for resource file due O Art field experience plan due to CHFD 5130/7130 instructor O Reading Reflections over September 7th readings</p> |

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|-----------------|---|
| Sept. 14 | TOPICS Making transitions fun Quiet relaxation activities Holidays and developmentally appropriate practice |
| | READINGS *O Baker article *O Crosser article |
| | ASSIGNMENTS O Discuss art field activity with field teacher O Music/movement activities for resource file due O Music and movement field activity plan due to CHFD 5130/7130 instructors O Reading Reflections over September 14th readings |
| Sept. 21 | TOPICS Sensory experiences in the early childhood classroom Incorporating creative activities in the block and woodworking areas |
| | READINGS O Chapter 3, Concept of aesthetics, pp. 32-45 O Chapter 4, Promoting aesthetic experiences, pp. 46-59 *O Crosser article *O Baker article *O Phelps and Hanline article *O Huber article |
| | ASSIGNMENTS O Implement art activity during this week O Discuss music and movement activity with field teacher O Fingerplays and props for resource file due (Be prepared to demonstrate fingerplay and display props in class) O Reading Reflections over September 21st readings |
| Sept. 28 | TOPICS Teaching nutrition during creative food experiences Discussing health and safety issues with young children |
| | READINGS O Chapter 21, Creative food experiences, pp. 366-393 O Chapter 23, Creative health and safety experiences, pp. 414-432 O Appendix F, Criteria for selecting play equipment, pp. 521-522 *O Fuhr and Barclay article *O Dahl article |
| | ASSIGNMENTS O Evaluation of art activity due O Implement music and movement activity during this week O Transition activities and props for resource file due (Be prepared to display in class) O Reading Reflections over September 28th readings |

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| Oct. 5 | TOPICS The development of dramatic play Inclusion in the early childhood classroom |
| | READINGS O Chapter 14, Role of creative play in development, pp. 224-238 O Chapter 15, Dramatic play and puppetry, pp. 241-255 *O Jarrett article *O Conroy, Hales, and Handy article *O Considerations in Modifying Environments for Children with Disabilities *O Considerations for Enhancing Play Skills for Children with Disabilities |
| | ASSIGNMENTS O Dramatic Play group plan due O Evaluation of music and movement activity due O Nutrition/Health and safety activities for resource file due O Nutrition/Health field activity plan due to CHFD 5130/7130 instructors AND COPY FOR RESOURCE FILE O Reading Reflections over October 5th readings |
| Oct. 12 | LAB SESSION--MAY BE USED FOR GUEST SPEAKERS, PROJECTS, OR EXAM |
| | ASSIGNMENTS O Implement dramatic play project O Group presentation plan TO BE HANDED IN and placed in mailbox in Family Science Center II, House D |
| Oct. 19 | TOPICS The importance of science development |
| | READINGS O Chapter 19, Creative science, pp. 318-345 O Owens article |
| | ASSIGNMENTS O Discuss nutrition/health and safety activity plan with field teacher O Reading Reflections over October 19th readings O Implement dramatic play project |
| Oct. 26 | FALL BREAK |

| | |
|----------------|--|
| Nov. 2 | TOPICS Promoting positive language development and reading skills Creative mathematics throughout the day and the classroom |
| | READINGS O Chapter 18, Creative language experiences, pp. 289-317 O Chapter 20, Creative mathematics, pp. 346-365 *O NAEYC position statement on learning to read and write |
| | ASSIGNMENTS O Implement nutrition/health and safety activity plan during this week O Reading Reflections over November 2nd readings O Implement dramatic play project O Science activities for resource file due |
| Nov. 9 | TOPICS The use of games as learning tools |
| | READINGS *O Isenberg and Jalongo pp. 280-288 |
| | ASSIGNMENTS O Language activities for resource file due O Math activities for resource file due O Reading Reflections over November 9th readings O Evaluation of nutrition/health and safety activity plan due O Implement dramatic play project |
| Nov. 16 | TOPICS Parent connection Projects and presentations |
| | READINGS *O Johnston article |
| | ASSIGNMENTS O Games and props for resource file due (Be prepared to display and/or explain or play the game in class) O Internet activity search due |
| Nov. 23 | THANKSGIVING HOLIDAY |
| Nov. 30 | TOPICS Creating an environment that promotes the use of computers and technology Evaluating children's software Visit computer lab and view software |
| | READINGS O Chapter 7, Using media to promote creativity, pp. 88-98 *O NAEYC position statement on technology and young children *O Elkind article *O Haugland article |
| | ASSIGNMENTS O Reading Reflections over November 30th readings |
| TBA | FINAL EXAM AS SCHEDULED BY THE UNIVERSITY Summary, projects, and presentations |
| | |

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

ASSIGNMENTS

1. RESOURCE FILE

A. The resource file should be in the form of a notebook with dividers. The resource file should contain a minimum of two activities from each of the following categories. One activity should be for children in the 3rd - 5th grades. One activity should be for children in Prekindergarten - 2nd grade, and activities included in the textbook should **not** be used for the resource file. Be prepared to discuss your activities and provide a sample 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.

| | | |
|---------|----------------|--------------------------------|
| Art | Music/Movement | Nutrition/Cooking (1 activity) |
| Math | Language/Books | Health/Safety (1 activity) |
| Science | | |

B. The resource file should also contain a minimum of two activities from each of the following categories. For each of the following categories, two props should be created (total 6 props). Props should be brought to class and ready for display/demonstration on the days that the activities are due (see syllabus).

Fingerplays
Transitions (One transition for children Pre-K - 2nd Grade and one transition for 3rd - 5th Grade)
Games (one indoor game and one outdoor game)

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.** Patterns should also be included. 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

2. FIELD ACTIVITY PRESENTATION

Three creative activities, one in each of the areas of art, nutrition/health and safety, and music/movement 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 two web sites 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.

| | 3-year-old | Head Start | Pre-K |
|---------|-------------------|-------------------|--------------|
| Week of | October 19 | October 19 | October 19 |
| Week of | November 2 | November 2 | November 2 |
| Week of | November 9 | November 9 | November 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 5-6 students will select a topic of interest for a presentation that would be relevant to an adult audience of parents/teachers. Topics must be approved by the instructor. Each presentation 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: Puppets, parent connection ideas, summer activities, gift-making, environmental education activities, health issues in the classroom, 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

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 death or illness. Undocumented absences will result in a letter grade reduction per absence in EDEC and/or CHFD courses. Students are responsible for communicating with all university faculty and/or school cooperating teachers to let them know reason of absence. It is the student's responsibility to provide the program coordinator (C. Vail, J. Atilas, C. Wallinga) with the following information as soon as possible after an absence.

Date,
Course(s) missed
Field day missed and proposed make up day
Reason
Attached documentation

9. McPHAUL PRACTICUM

The practicum component of this course can be negotiated with the instructor. Otherwise, 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. 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.

10. INDIVIDUAL PROJECTS

Individual projects will be assigned. See instructor for details.

11. ACADEMIC HONESTY

"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 academic work that does not meet this standard of academic honesty (See section 5). Assistance by another, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source. (This section is quoted from the UGA Academic Honesty Policy. Further information can be found online at www.uga.edu/vpaa. Click on UGA Academic Honesty Policy.)

GRADING

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

- | | | |
|----|---|------------|
| 1. | Resource File | 110 |
| | 1 Art Activity (5) (other than field activity) | |
| | 1 Music/Movement Activity (5) (other than field activity) | |
| | 1 Nutrition Activity (5) | |
| | 1 Health and Safety Activity (5) | |
| | 2 Math Activities (10) | |
| | 2 Science Activities (10) | |
| | 2 Language/Book Activities (10) | |
| | 2 Finger Plays and 2 Props (20) | |
| | 2 Transition Activities and 2 Prop Activities (20) | |
| | 2 Games (Indoor and Outdoor) and Prop Activities (20) | |
| 2. | Field Activity Presentation | 45 |
| | Art - Plan/Implement/Assessment (15) | |
| | Safety/Health/Nutrition - Plan/Implement/Assessment (15) | |
| | Music - Plan/Implement/Assessment (15) | |
| 3. | Reading Reflections and Exams | 110 |
| 4. | Internet Activity | 10 |
| 5. | Dramatic Play Project | 40 |
| 6. | Group Presentation | 50 |
| 7. | Participation (Please see attendance policy) | |

| Approximate Points | Points |
|---------------------------------------|---------------|
| Resource File | 110 |
| Field Activity | 45 |
| Reading Reflections & Exams | 110 |
| Internet Activity | 10 |
| Dramatic Play | 40 |
| Group Presentation | 50 |
| Participation (see attendance policy) | |
| Total | 365 |

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