

COURSE OUTLINE

Creative Experiences for Young Children II

Course Description

CD 121. Creative Experiences for Young Children II. 2 hours credit. This course will enable the student to recognize and develop developmentally appropriate seasonal and holiday activities for young children of various ages and abilities. The student will be able to demonstrate techniques used in a classroom with young children that promote socio-emotional, cognitive, physical, language, and creative areas of development.

Course Relevance

Brain research has shown that birth through age five is a prime time to stimulate and promote brain development. The principles and techniques learned in this class will enhance the student's ability to recognize and implement developmentally appropriate activities to aid in this process. All areas of development are explored and activities planned are cross curricular.

Required Materials

Herr, J. and Larson, Y.L. (2004). *Creative resources for the early childhood classroom*. (4th ed.). Clifton Park, NY: Delmar Publishing Company.

Learning Outcomes

The intention is for the student to be able to:

1. Develop and demonstrate appropriate seasonal and holiday learning activities for various ages and abilities.
2. Understand and demonstrate effective teaching techniques used with young children.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill areas:

Communication Skills

1. Creation and delivery of messages
 - Through the demonstration of various learning activities in class, the student develops effective oral communication skills.
 - Through the production of activity summaries for each lesson presented, the student develops effective written communication skills.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Preparing and demonstrating a collection of seasonal or holiday related activities which demonstrate learning in all areas of development.

Course Content

I. Skills or Competencies – Actions that are essential to achieve the course outcomes: (The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri, second edition.)

Content Area 1: Child Growth and Development

Level 1

- A. Identifies basic developmental milestones of children.
- B. Recognizes that children learn and develop through play.
- C. Recognizes children's different personalities.
- D. Accepts cultural differences and the effects those differences may have on behavior and development.
- E. Addresses the requirements of children with

Level 2

- A. Identifies physical, cognitive, social/emotional, and communication developmental milestones of children.
- B. Recognizes different children's personalities and individual differences in development and their impact on children's needs in the program.

Level 3

- B. Explains physical, social/emotional, and cognitive differences of children.
- C. Explains social and learning styles of children and various ways children learn.

Content Area 2: Learning Environment and Curriculum

Creating the Learning Environment and General Curriculum

Level 2

- E. Selects materials appropriate to the developmental levels of all children.
- G. Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.

Level 3

- A. Plans and adapts curricula and environments, including the selection of materials, appropriate to the developmental levels of all children.
- B. Uses appropriate materials, activities and strategies in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.

Promoting Physical Development

Level 2

- A. Plans indoor and outdoor activities for large and small motor skills.
- B. Introduces sensory experiences to children.
- D. Incorporates a variety of equipment, activities, and opportunities to promote the physical development of children.
- E. Plans activities that integrate physical development with the arts and all curriculum areas.

Level 3

- B. Integrates physical development with the arts and all curriculum areas.

Promoting Cognitive Development

Level 2

- D. Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

Promoting Language/Communication Development

Level 2

- E. Provides opportunities and support to help children understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- F. Uses a variety of songs, books, and games, including those from many cultures.
- G. Encourages the relationship between spoken and printed words.

Level 3

- B. Uses concrete experiences and play to enhance and extend young children's language development and early literacy.
- C. Demonstrates an understanding of how children use language, as well as other forms of communication, at all ages and stages of development.
- D. Plans, implements, and evaluates language experiences and activities.

Promoting Social Development

Level 1

- C. Recognizes that periods of stress, separation, and transition may affect children's social development.

Level 3

- E. Plans activities incorporating multiple types of play (e.g., socio-dramatic, functional, or constructive play).

Promoting Creative Expression

Level 1

- A. Values process as more important than product.
- B. Encourages individuality, including unique individual expression.
- C. Accepts cultural differences that may affect children's ways of expressing themselves creatively.

Level 2

- A. Emphasizes the process of creating instead of the end product.
- E. Models and encourages creativity through language, music, dramatic play, and art.
- F. Develops curriculum and activities to promote creative expression.

Level 3

- D. Develops and implements creative and aesthetic activities for children in the learning environment.
- E. Identifies developmental stages in domains.

Content Area IV: Interactions with Children

Enhancing Group Experiences

Level 2

- B. Leads activities in a positive, relaxed, and pleasant atmosphere.

Level 3

- A. Provides experiences that engage children and respond to their interests.
- B. Plans and guides activities to promote cooperative play.
- C. Plans and guides activities that promote children's supportive relationships with peers, family, professional staff, and community.

Content Area VII: Program Planning and Development

Program Planning and Evaluation

Level 2

- C. Develops unit plans and curriculum for the classroom.
- D. Selects appropriate equipment and material for practice.
- E. Writes objectives and goals for activities.

Content Area VIII: Professional Development and Leadership

Ongoing Professional Development

Level 1

- A. Seeks out knowledge to improve practice.
- B. Evaluates own performance and sets goals to advance knowledge of field.

Learning Units

- I. Understanding creativity
 - A. Process vs. Product
 - B. Techniques and principles

- II. Seasonal activities
 - A. Fall
 - B. Winter
 - C. Spring
 - D. Summer

- III. Holiday activities
 - A. Fall traditional and early childhood
 - B. Winter traditional and early childhood
 - C. Spring traditional and early childhood
 - D. Summer traditional and early childhood

Learning Activities

Independent learning activities will be assigned to assist the student to achieve the intended learning outcomes. Class discussions, student presentations, lecture, and reading assignments will also contribute to the learning process.

Grade Determination

The student will be graded on completion of a collection of seasonal and holiday related presentations, daily work, class participation, and other methods of evaluation at the discretion of the instructor.