



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **HEALTH AND SOCIAL CARE**

DEVELOPING CREATIVITY IN CHILDREN AND YOUNG PEOPLE

R/505/7774

LEVEL 3 UNIT 28

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

DEVELOPING CREATIVITY IN CHILDREN AND YOUNG PEOPLE

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LEVEL 3 UNIT 28

AIM AND PURPOSE OF THE UNIT

This unit aims to provide the learner with knowledge, skills and an understanding of the importance of supporting creativity and providing creative learning opportunities for children and young people.

This unit emphasises the importance of children and young people participating in non-directive play and creativity, to enable children and young people to explore and develop.

Learners will plan and implement activities supporting creativity in children or young people in a relevant setting; identifying appropriate strategies to engage participants. The unit also encourages the learner to reflect on their own performance and identify aspects of their practice to further develop; therefore identifying barriers, and identifying required improvements in practice to support better outcomes for children and young people.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1	Understand how creativity promotes development for children and young people	P1 describe creativity in relation to a range of activities for children and young people		
		P2 identify the developmental benefits for children and young people participating in creative activities	M1 explain the difference between creative learning and natural creativity	D1 analyse how creativity enables the development of specific skills in children and young people
2	Be able to encourage children and young people to recognise and value their own and others' creativity	P3 explain the importance of encouraging children and young people to recognise and value creativity		
		P4 encourage children or young people to explore opportunities for creative activity		
3	Understand how to support children and young people to be creative	P5 identify the support required to enable children and young people to take part in organised creative activities	M2 explain how to support children and young people to develop creativity	
		P6 identify opportunities for children and young people to participate in self-initiated creativity	M3 explain barriers to self-initiated creativity	
4	Be able to engage children or young people in creative activities	P7 engage children or young people in creative activities	M4 provide feedback to children or young people following their participation in creative activities	D2 evaluate own performance in engaging children or young people in creative activities

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

1 Understand how creativity promotes development for children and young people

P1 Creativity: self-led, adult led.

Range of activities: outdoor (e.g. building, role play, imaginary play, problem solving tasks etc.), Indoor (e.g. heuristic, craft activities, model making, role play, construction)

P2 Developmental benefits: physical, intellectual, emotional, language, social.

M1 Differences: theories of creativity and creative learning (e.g. Montessori, Froebel, Winnicott, Jeffrey, Leibling, Craft, Sylva, Duffy)

D1 Specific skills (e.g. motor, language, risk taking, imagination)

2 Be able to encourage children and young people to recognise and value their own and others' creativity

P3 Encouraging children and young people: (e.g. praise, positive re-enforcement, building self-esteem, freedom of expression, developing imagination)

P4 Encourage: (e.g. use of different props, toys and resources, developing activities which are not impeded by rigid boundaries, non-directive support)

3 Understand how to support children and young people to be creative

P5 Support required: (e.g. physical, emotional, intellectual, social, language, resources, physical environment, time)

M2 How to support: (e.g. physical, guidance, prompting, modelling, feedback, praise and encouragement)

P6 Opportunities for self-initiated creativity: (e.g. sustained shared thinking, limited adult intervention)

M3 Barriers: (e.g. environment, access to resources, limited opportunity, inflexible planning, reluctance, lack of confidence, cognitive barriers)

4 Be able to engage children or young people in creative activities

P7 Engage: (e.g. planning and preparation, identify opportunities, encouragement, enthusiasm, identifying when support is required, inclusion, meeting individual needs, extending opportunities for creativity)

M4 Feedback: (e.g. formal, informal, verbal, written)

D2 Evaluate own performance: (e.g. peer review, child feedback, self-reflection, observational feedback to identify improvements to own practice, reflective cycle, Kolb, Gibbs, SMART)

DELIVERY GUIDANCE

LO1 Understand how creativity promotes development for children and young people

P1- You need to introduce creativity to the learners ensuring that the focus is not merely arts and craft activities. Learners could then further research the concept and feedback to the group to describe appropriate activities to support children and young people to be creative.

This could be undertaken by means of a spider diagram where small groups of learners take one age range and suggest suitable activities to support creativity.

P2 -Learners could be given a list of activities and suggest whether they would implement the activity indoors or outdoors and with what age range, identifying the developmental benefits of each. Alternatively a market place approach could be taken; whereby large sheets of paper with an age range, and indoor or outdoor is identified; learners move around the room in small groups adding suitable activities to each sheet, identifying how each might support creativity. Learners could be given an activity to consider in small groups and a spider diagram/poster could be produced to feedback learner ideas, e.g. supporting creativity through sand play for younger children or provision of natural resources to enable outdoor 'den' building for older children.

M1 -You need to introduce to the learners the differences between creative learning and natural creativity. For this you could separate the group into two, giving both groups the same resources, task one group with clear instructions and a planned outcome, the second has no instructions and is told just to create. Following the activity get both groups to feedback. This will hopefully identify that natural creativity requires only very limited adult involvement and creative learning is considered to be adult led.

D1 -Your delivery could focus on different activities and how they promote the development of specific skills e.g. dressing up and role play and the development of language, construction and building play can develop motor skills and risk taking.

LO2 Be able to encourage children and young people to recognise and value their own and others' creativity

P3 -It is important for learners to gain understanding of some of the theory related to children and young people's creativity and the benefits for the child and young person of valuing and encouraging creativity. Learners could be given a card

showing one benefit and in pairs suggest why that benefit is important to development, why it should be valued and encouraged. Learners could share their ideas within a whole group discussion or tutor led feedback session. The impact of encouragement need to be highlighted in this learning.

P4 -Learners need to identify the skills required to encourage children and young people, Your delivery could cover different communication techniques and can be illustrated further by TV show such as Super Nanny where video clips of good and poor practice are shown. Other activities such as experiential learning where role play is undertaken by the class may also provide learners with

illustrative feedback on different forms of encouragement and their impact.

LO3 Understand how to support children and young people to be creative

P5 – Learners could be asked to plan an activity for different children or young people and to identify the support required for each activity.

M2 – Learners could be asked to give an explanation of how they can support different children or young people.

P6 - Learners need to begin to understand that to enable children and young people to participate in self-initiated creativity the worker takes on a less directive role and skills around sustained shared thinking, listening and responding to children and young people's ideas need to be implemented. Here the use of video clips will enable learners to identify opportunities for self-initiated creativity.

M3 – Learners could be asked to identify barriers, and in pairs, suggest why it is important to remove/minimise the barrier and consider ways to do this. Alternatively barriers could be presented on the white/smart board and a whole group discussion around the importance of overcoming each barrier and ways to do this. You can make use of learner reflection and case studies / scenarios to illustrate barriers to self-initiated creativity. You need to ensure that learners understand the different types of barriers and do not focus merely on those of a physical nature. Environmental and personal barriers need to be given equal focus. Learners could be given case studies or scenarios and in small groups identify the barrier, e.g. a child reluctant to get dirty, or a home corner area not being accessed regularly, a young person with a physical disability, a child afraid to make mistakes.

LO4 Be able to engage children or young people in creative activities

P7- In small groups' learners could choose/be given an activity and suggest what should be included when planning the activity. E.g. environment, resources, adult support/encouragement, risk assessment. Each group could present their ideas. Alternatively ideas could be presented poster style and swapped with other groups to allow for peer assessment. In addition a whole group discussion where learners could suggest ways to encourage engage and enthuse children and young people within activities that support creativity. Learners need to engage children and young people in creative activities, if this is not possible through work experience, role play may be used.

M4 – Here your delivery will focus on effective use of praise and how learners need to focus on the positives. Here learners could take part in role play where they receive different types of feedback and can reflect on the impact of negative feedback. Here giving learners different character may be of use.

D2 - Learners could be introduced to reflective cycle e.g. Kolb, Gibbs, and reflect on an aspect of their professional development/practice to highlight areas for development, then suggesting how they may facilitate this.

ASSESSMENT GUIDANCE

P1 & P2 Detailed description of a range of activities supporting creativity for children (0-3) (3-6) (6-11) and young people, to include indoor and outdoor activity, could be evidenced through either a written account or a comprehensive information booklet for parents explaining how the described activities potentially benefit the development of children and young people.

M1 A written account explaining the differences between natural creativity and creative learning; or information could also be presented within a detailed poster/IT presentation

D1 A detailed description of an activity with analysis of ways creativity enables specific skill development could be presented within a paired presentation (media/wall display) (the contribution of each learner clearly identified)

P3 Could be included in the booklet as suggested for **P1** and **P2** or by means of a learner presentation explaining a range of benefits to children and young people; e.g. confidence to make mistakes, increased curiosity, persistence, problem solving, independent learning skills.

P4 A written account explaining each approach, learners should include reasons all approaches are important. (again this information could be presented in the booklet suggested for **P1**) Additionally this could be in the form of a detailed reflective account supported by supervisor annotation or a witness statement from work experience where a learner has encouraged children or young people to explore opportunities for creative activities

P5 & M2 The learner could produce a written guide for inclusion in a staff handbook for new practitioners explaining the role of the

worker in supporting children and young people to be creative

M3 Learners could write a persuasive essay explaining barriers to self-initiated creativity and suggest why it is important for children and young people's development to remove or minimise barriers

P7, M4, D2 a completed pro-forma or planning template could be the basis for a task to include: ages of children, size of group, brief overview of the environment indoors/outdoors, resources available, aspects of development supported e.g. physical, emotional, risk and challenge, exploration, imagination, problem solving etc. identify ways to encourage and support children and young people to engage in the

activity, feedback to children, an evaluation of participation and evaluation of own performance.

RESOURCES

Textbooks

Schirmacher, R, Art and Creative Development for Young Children, (7th Edn), 2010, ISBN: 978-0495913122

Wilson, R, Nature and Young Children: Encouraging Creative Play and Learning in Natural Environments, (2nd Edn), 2012, ISBN: 978-0415526746

Mary Mayesky, Creative Activities for Young Children, (10th Edn), 2012, ISBN: 978-1111298098

Websites

www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs

www.little-blossoms-childminding.blogspot.co.uk/2010/04/what-is-sustained-shared-thinking.html

www.youtube.com/watch?v=2fZjMYdQjGM

www.teachingthinking.net/thinking/web%20resources/robert_fisher_expandingminds.htm

www.brookes.ac.uk/services/upgrade/a-z/reflective_gibbs.html



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