

## Let's promote childrens creativity



[https://www.freepik.com/free-photo/cute-girl-sitting-with-palette-paint-brush\\_3688311.htm#page=1&query=children%20painting&position=3](https://www.freepik.com/free-photo/cute-girl-sitting-with-palette-paint-brush_3688311.htm#page=1&query=children%20painting&position=3)

|             |   |
|-------------|---|
| AGE         | 3 – 6 years   |
| VALUE       | Creativity  |
| MATERIALS   | Pencils, sheet of paper, watercolours, brushes, colour paints, glue, materials from nature, digital painting, clay, play dough...etc. |
| DURATION    | 40 minutes  |
| GROUP SIZE  | Up to 25 children   |
| OBJECTIVES  | Promote children's creativity<br>Support children to express themselves in a creative way using different materials.                  |
| METHODOLOGY | Exhibition, observation, practical activities and dialogue  |
| AUTHOR      | Innovation Training Centre  |



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## STEP BY STEP IMPLEMENTATION

Creativity is the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. In early childhood education, creativity enables children to solve problems or find interesting ways to approach simple tasks by experimenting.

Creativity can be developed via artistic education specific tasks or embedded in most early education activities implemented in the centres. We hereby propose a 3-step exercise to promote children's creativity in a free and motivating way.

### Step 1

Children are invited to make their work freely telling them they will not be provided with models or templates so that they can create according to their imagination. They can create drawings, model with figures, draw with their fingers, make works with objects or even invent stories or poems the facilitator can write up.

This activity can be implemented freely (with no theme) or thematic oriented: for example, let's focus on Christmas, or on the recent vacation period, or on animals.

### Step 2

Children will make up their works and the facilitator will support them in this process, making emphasis on working without templates and trying not to copy each other's works. It is better if they do not name their work so that it remains anonymous.

### Step 3

All children artworks are laid down on the floor (or hanging in the walls if this is possible). The facilitator gives instructions to the children: take a deep breath and slowly walk around through the "art gallery". Take your time with each artwork. Ask the children to stop next to artwork that attracts them the most (whatever the reason is).

Now ask one of them to look closely at that artwork. Look at the lines, the colours and material. The facilitator will motivate the children one by one with questions and sentences, such as:

- What does it remind you of?
- How does it make you feel?
- How did the artist (your fellow in class) feel when s/he was creating this artwork?
- What makes you say that (based on the colours, theme, lines...)?
- Based on the artwork, describe the artists as a person (is s/he happy, organized, fun, serious, spontaneous, sad...).
- How would you call this artwork? (Title it!)



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It would be best if the artworks are anonymous which depends on the number of children and how big is the room in which they are creating.

After a short discussion, each young artist reveals him/herself and gives his/her point of view for the art s/he has created.

Peers choosing the work and artists' answers are compared to see how similar or different emotions or point of views each piece of art can evoke in each child (from the perspective of one that creates it and the one looking at it).

#### Step 4 (optional )

Later, the works can be shown in an exhibition on a wall of the classroom (or outside in the hall, if there is space and can show the pieces in a better way). It can be called "creative children" or be based on a season or special theme (i.e.: Christmas, vacations, animals...etc.).

We can invite parents and staff of the school to see the exhibition: when the visitors arrive, each child will explain how his/her work is called, what it is, what s/he wanted to express...etc.





## CRITICAL ASSESSMENT

| OBSERVED BEHAVIOR   | YES | NO | COMENTS |
|---|-----|----|---------|
| The children made works that show creativity  |     |    |         |
| The children needed help to make works that show creativity   |     |    |         |
| The children knew how to make their work  |     |    |         |
| The children needed help to make their work   |     |    |         |
| The children knew how to express what their work is and what it expresses and what other pieces of work evokes to them    |     |    |         |
| The children needed help to express what their work is and what it expresses and what other pieces of work evokes to them |     |    |         |

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*All the things that truly matter, beauty, love, creativity, joy and inner peace arise from beyond the mind. – Eckhart Tolle*

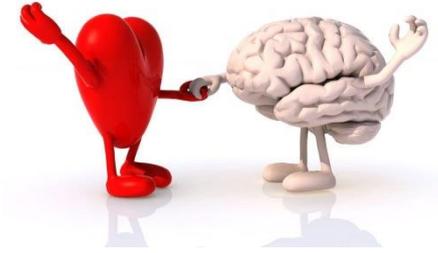
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### Self-care Hints for Childcare professionals and teachers:



Don't be your worst enemy. Sometimes, we think that being self-critical will help us be more self-aware and make us work harder, but that's a myth. In fact, according to a good deal of research, self-criticism destroys our resilience. We're less able to learn from our mistakes when we beat ourselves up. Self-critical people tend to have greater anxiety and depression, and an inability to bounce back from struggles.