

Unit 51: Support the Creativity of Children and Young People

Unit code:	CYPOP 30
Unit reference number:	M/600/9807
QCF level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit provides competence in working with children and young people to develop their creativity and innovative thinking. The unit explores day-to-day creativity for living and participation in organised creative activities.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's QCF Assessment Principles. Learning outcome 2, learning outcome 3 and learning outcome 4 should be assessed in a real work situation.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand how creativity promotes wellbeing for children and young people**

Benefits of creativity for the wellbeing of children and young people: creativity as key aspect of effective learning and development; adults should draw on creativity of children and young people in planning and carrying out learning activities; encourages problem-solving, flexibility and imagination, provides opportunity for reflection and reasoning, allows children and young people to try out ideas and experiment, enables children and young people to apply what they have already learnt

Potential benefits of different types of creative activity: different types of creative activity eg solitary, shared, group, sedentary (eg writing), active (eg gardening, sport), cerebral (eg chess, computer games) benefits of different types of creativity include emotional and social development, intellectual development, ability to express own ideas, participate in teamwork, bond with adults and peers; eg model making can promote problem-solving, intellectual development, imagination, eg music and dance can have emotional benefits enabling children and young people to express themselves and participate in physical exercise

Formal and informal creative activity: formal activity tends to be adult-led; informal tends to be child-initiated; aiming for balance between child-initiated and adult-led experiences; different types of informal creative activity eg creative thinking, cooking, baking, flower arranging, decorating, computer gaming; different types of formal creative activity eg drama groups, music groups, art classes, creative writing groups, discussion and debating groups, fashion design classes, architectural design or drawing

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

Working with children and young people to promote and encourage creativity: provide opportunities in setting for appropriate creative activities; guide and support creative experiences without taking over, encourage child-initiated or young person-initiated creativity; show genuine interest; praise and encourage creativity; 'scaffold' learning

Importance of encouraging children and young people to recognise and value creativity: valuing creativity and demonstrating positive acceptance helps children and young people to see creativity and self-expression in a positive light, children and young people learn to value own talents and skills and those of others, development of self-esteem and sense of achievement can be transferred to other areas of life

Encouraging children or young people to explore their opportunities for creative activity: eg help children and young people relate creativity to everyday life experiences and events eg leisure activities, schoolwork, community projects, charity fundraisers, explain how one creative skill can be linked to another eg music and dance, poetry and song lyrics, listen carefully to ideas of children and young people and offer constructive feedback

3 Be able to support children and young people to take part in creative activities

Resources to support children and young people to take part in organised creative activities: indoor and outdoor space; time and opportunity; sensitive, supportive interactions from adults; access to a range of suitable resources and materials

Encouraging children or young people who are taking part in organised creative activities: engaging in positive interactions with children and young people during creative activities; offering advice or feedback when requested without being intrusive; recognising that risk and challenge is part of the creative process for child or young person; helping them to identify what went well and what could have been done differently or achieved more successfully

Importance of encouraging carers to support children and young people's creative activities: creative development has greater impact when its principles are shared and equally valued both in the setting and within the home environment

4 Be able to participate in creative, day-to-day activities with children and young people

Importance of spending creative time with children and young people: positive impact on all round development of child or young person eg developing teamwork skills, bonding with adults and peers, developing problem-solving skills, thinking skills, supports emotional development and self-esteem

Spend time with children and young people in creative activity: eg actively encourage children and young people to initiate their own learning and make choices and decisions as appropriate to their age and abilities, make use of everyday opportunities (both planned and spontaneous) to develop creative thought and expression in child or young person, ask appropriate questions to extend and support child's curiosity and thinking, show interest in and respect for child or young person's thoughts, feelings and ideas so that child or young person is encouraged to express their thoughts, feelings and ideas

Supporting children and young people to recognise how creativity can be used in all aspects of life: help children and young people recognise links between creative activity and everyday experiences; recognise and highlight skills used for different tasks; identify how skills are transferable between activities