

CREATIVE DEVELOPMENT TARGET OBJECTIVES

BY STAGE OF DEVELOPMENT

Infant	Toddler
5.0 Curiosity--being eager to know, learn, and explore.	2.0 Elaboration--expanding on thoughts, words, or actions.
4.0 Originality--thinking, speaking, and acting in ways that are new to the person.	4.0 Originality--thinking, speaking, and acting in ways that are new to the person.
7.0 Risk-Taking--being willing to try new things.	5.0 Curiosity--being eager to know, learn, and explore.
	7.0 Risk-Taking--being willing to try new things.
Preschool	School-age through Adulthood
1.0 Fluency--producing multiple thoughts, words, or actions.	1.0 Fluency--producing multiple thoughts, words, or actions.
2.0 Elaboration--expanding on thoughts, words, or actions.	2.0 Elaboration--expanding on thoughts, words, or actions.
3.0 Flexibility--shifting from one thought, word, or action to another.	3.0 Flexibility--shifting from one thought, word, or action to another.
4.0 Originality--thinking, speaking, and acting in ways that are new to the person.	4.0 Originality--thinking, speaking, and acting in ways that are new to the person.
5.0 Curiosity--being eager to know, learn, and explore	5.0 Curiosity--being eager to know, learn, and explore.
6.0 Insight—perceiving by sensing or feeling.	6.0 Insight—perceiving by sensing or feeling.
7.0 Risk-Taking--being willing to try new things.	7.0 Risk-Taking--being willing to try new things.
8.0 Open-Mindedness--being willing to consider others’ thoughts, words, or actions when suggested.	8.0 Open-Mindedness--being willing to consider others’ thoughts, words, or actions when suggested.

Take a moment to review the Affective Domain Target Objective Menu on the back cover of this book and take note of the four stages of children’s development. This table shows you the target objectives that are appropriate for the age of your child.

1.0 FLUENCY

Fluency is:

- ability to generate a large quantity of ideas, solutions, or creative projects.
- thinking of more than one way to complete projects or tasks.
- brainstorming several ways to solve a problem.
- communicating through a variety of tones, words, and expressions.
- thinking beyond the first idea that comes to mind.

Christ expresses it when He talks about the Parable of the Mustard Seed (Mark 4:30-32); Sermon on the Mount (Matthew 5:3-12); Parable of the Prodigal Son (Luke 15:11-32); The Good Samaritan (Luke 10:25-37); "I am the Way, the Truth, and the Life" (John 14:6); Turning Water into Wine (John 2:1-11); teaches against anger (Mt 5:21-26); presents a multitude of parables to clarify His teachings (Mt 13:1-23).

It is important because:

- it enables one to contribute to finding solutions to everyday situations.
- It is a first step in the creative process providing lots of options and ideas.
- It is a valuable skill for brainstorming and problem-solving.
- It encourages exploration of possibilities before narrowing down best options.
- it helps one feel like they have something of value to offer, and in so doing, it enhances self-esteem.
- it allows one to originate multiple ideas in order to contribute to the world and future generations.
- it engages one in a continuous creative process throughout one's life.
- it is good to practice generating multiple and varied ideas so that such practice becomes second nature.
- it draws upon and uses one's life experiences and acquired wisdom.
- fluency in God's Word enlightens one to God's call, promises, and directives for everyday living.
- we speak of the gifts of the Holy Spirit in words taught by the Spirit, for we have the mind of Christ through which to appraise all things (1 Cor 2:11-16).

One would exhibit it by:

- exploring and sharing multiple ideas for activities, projects, or events.
- offering multiple ways to solve a problem.
- expressing a variety of options in a particular situation.
- sharing Scripture passages that are appropriate to various situations in life.
- telling and retelling many Bible stories.

AUTHOR'S NOTES:

Young children have a wonderful way of expressing themselves in terms of thoughts, words, or actions related to what they know or imagine. As of yet, they have not had many judgments made about their work or words. As such, they are eager to generate and explore ideas for how to do things, what to say, how to say it, and what to make. This competence is critical for our world. We must nurture it in children so that they will grow up knowing it is good to think of and produce many and varied original thoughts, words, and creations.

WHAT YOU CAN DO TO SUPPORT IT

1. Praise and encourage your child's expression of ideas.
2. Ask your child to express his or her ideas to you frequently, such as what to cook for a snack or mealtime and how to cook it.
3. Ask your child to express his or her ideas about a family project.
4. Set out ingredients for lunch and let your child add his or her ideas as to how to prepare it or fix it.
5. Invite your child to try different ways of building with materials, creating with crafts, or playing with toys.
6. Read stories about people who have had many ideas of how to do things or say things.
7. Let your child express his or her ideas whenever possible.
8. Praise and encourage your child's ideas.
9. Play fun word games with your child where you both take turns thinking about words used in the Scripture and then search for them to see who finds them first.
10. Ask your child, "What would Jesus think, make, say, or do?" in a given situation.
11. Ask your child to think of different ways to arrange your child's playroom, toys, bedroom, or furniture in your home. Then let your child help you follow his or her arrangement. Ask clarifying questions and look for ways to improve upon the designs.
12. Encourage your child to set up a "prayer space" in his or her room.
13. Let your child set the table a different way each week.
14. Let your child select from a variety of nuts, fruits, and vegetables. Let your child wash and cut them up into a mixture. Be sure your child uses a butter knife or small plastic knife for cutting. Encourage your child to tell you what he or she is doing and why. Let your child tell you what the next step will be. Supervise, but don't direct or interfere with your child's creations. Enjoy!!
15. Give your child baking dough ingredients for cookies, cakes, or breads. Let your child explain to you how to combine the ingredients. Put the pan in the oven for baking. When baked, let your child decide how to serve it, such as with icing, powdered sugar, fresh fruit, jelly, syrup, ice cream, or yogurt.
16. When you tuck your child in at bedtime, sing your prayers to God. Encourage your child to make up original songs to God. Worship with your child and be blessed by the song.
17. Discuss ideas for the whole family to minister to others through Jesus, and then carry through using the ideas your child suggests. For example, send birthday shoeboxes packed with little gifts and a Scripture card to a children's outreach ministry. Together decide how to wrap the box, what to pack in it.
18. Play an instrumental Christian music tape and encourage your child to make up praise words to go with the music.
19. Using flour, water, and salt, make religious shapes of pretzels and bake them in the oven. Use the traditional shape of the pretzel to signify its original intent (breads shaped like little arms crossed in prayer and eaten as "dinner food"—a reminder during Lent that Lent is a time of prayer).
20. Search the Catechism of the Catholic Church (#203-214, 411, 429-455, 504, 581-582, 608, 692, and 293, [1994]) and Scripture to find the many titles of Jesus, the titles of the Holy Spirit, or the many names of God. Chart each name by Scripture passage and verse.