



CREATIVE PARENT

UNLOCK YOUR CHILD'S CREATIVE POTENTIAL

Two weeks of Creative Fun & Connection

“There’s room for everybody on the planet to be creative and conscious if you are your own person. If you’re trying to be like somebody else, then there isn’t.” Tori Amos



“Creativity is contagious. Pass it on.”
Albert Einstein

The Four C's of 21st Century

Creativity

Communication

Critical Thinking Skills

Collaboration

A child's mind is
not a container
to be filled but
rather a fire to
be kindled.

Dorothea Brande

*"You can't use up creativity. The more you use, the more you have."
Maya Angelou*



WEEK 1

IDENTIFYING CREATIVE PROCESS

We embark on our creative journey, by identifying the key factors of creative process & how we parents can be guiding force in this journey.

We approach the whole process with open-mindedness and share our concerns/queries with creativity coach.

Let's explore the fun and connectivity with our children.

We will engage in exercises to explore :)))

OBSERVATIONAL SKILLS

USE OF ALL SENSES

IDENTIFYING SELFS (PARENTS) PERCEPTIONS

FOCUS ON INDIVIDUALITY AND ORIGINALITY

APPROACH WITH FUN AND JOY



FREE - TIME

INTERESTING FINDINGS

Find interesting things ,colors , objects
or even movements in your
surroundings.

You take a lead and encourage your
child .

HAVE A CASUAL TALK REGARDING
WHICH IS MOST
INTERESTING,UNUSUAL THING
AROUND .

It not only gives you a peak into what
your child finds interesting but also
helps him/her to be more alert and
observant.

This can be done anywhere ,anytime



ON THE MOVE

SPOT FIVE THINGS

CHOOSE A FOCUS ,CAN BE TRAFFIC,BILLBOARD,CAR OR BUILDING OR ANYTHING YOU OR YOUR CHILD FANCY .

The task is to spot five things about chosen object that might not be noticed by other person or in the first go.You can take turns to spot .It can be challenging but really encourages close observation skills

OBSERVATION MEMORY

ENCOURAGE YOUR CHILD TO REMEMBER TEN INTERESTING THINGS ON THE JOURNEY AND THEN SHARE WITH EACH OTHER WHAT ALL WAS COMMON OBSERVATION.

It could be varied based on child's interest or age and is fun during travel . It can be cars , colors ,billboard names or street names , whatever catches your fancy .



GIVE IT A TRY

THIS AND THAT

CHOOSE TWO OBJECTS - ONE IS CHOSEN BY YOUR CHILD AND ONE BY YOU/SIBLING

The task is to spot similarities and differences ,take turns ,convert it to a game to see how many differences and similarities can one find. Take it step further and group by categories of color,taste,smell, material,origin,ingredients,manufacturer etc.

GUESS WORK

GUESS WHAT AM I THINKING ABOUT ?
EACH ONE OF YOU -CHILD AND YOU
TAKE TURNS TO THINK OF AN OBJECT
FROM SURROUNDINGS .

Other person can ask up to 5/10 questions to guess the object but the questions can only be answered in YES or NO.

TWEAK THIS AS PER CHILD'S AGE AND INTEREST.



A PIT STOP TO PONDER

A TIME TO REFLECT

Parents are requested to reflect and ponder as what thoughts goes on their minds while doing these activities?

Do you find it like a chore ?

Do you question the use of all these ?

Do you feel frustrated if your child chooses to do something else over your suggested activities?

Do you wish someone else can do this with them ?

Relax :) Let me inform you that it's normal to feel that way .

I would like to request parents to share it in FBgroup



WEEK 2

UNDERSTANDING PITFALLS & KILLERS OF CREATIVITY

Parents can Encourage Creativity

Provide an environment that allows the child to explore without undue restraints.

Adapt to children's ideas rather than trying to structure the child's ideas to fit the adult's.

Accept unusual ideas from children by suspending judgment .

Use the problems that naturally occur in everyday life.

Allow time for the child to explore all possibilities, moving from popular to more original ideas.

Emphasize process rather than product.



FREE - TIME

WATCH OUT - VIDEOGRAPHY

Be as observant and as not interfering , non judgmental as a camera doing video recording of the happenings around you .

You might find your child doing lot of things and all you need to do is notice/note/journal your emotions,thoughts arising within you .

We can take it further by sharing and deconstructing these thoughts in the group and understanding if they are arising from our beliefs, fear or lack .

IMPROVISE

Give opportunity to your child to improvise on his room . Walk him through 5 fingers of WHY ,WHEN ,HOW, WHERE AND WHO .

Be his assistant and take orders . If you feel , redesigning a room is a big task then start with his study corner or play area or games storage.

Invite your child to plan an evening with his friends ,taking care of above mentioned 5 fingers.



ON THE MOVE

JAM

CHOOSE AN OBJECT OR A FOCUS ,CAN BE TRAFFIC,BILLBOARD,CAR OR BUILDING OR ANYTHING YOU OR YOUR CHILD FANCY .

The task is to speak non-stop for A MINUTE about chosen object . Do assure that it doesn't deviate from the topic. Start with few seconds (20-30) and then reach to a minute depending on child's interest and age.

OBSERVATION MEMORY

ENCOURAGE YOUR CHILD TO REMEMBER TEN INTERESTING THINGS FROM A MOVIE OR TV SERIES AND THEN SHARE WITH EACH OTHER .

It could be varied based on child's interest or age .

SPEND SOME TIME WATCHING TV OR MOVIE TOGETHER AND DON'T FORGET TO SHARE INTERESTING THINGS OR LITTLE DETAILS OR CLOTHES OR ACCESSORIES OR BACKGROUNDS OR NAMES OF CHARACTERS.



GIVE IT A TRY

A DAY IN THE LIFE OF

CHOOSE ANY HUMAN BEING (AROUND YOU OR FROM FAMILY OR FROM HISTORY) - ONE IS CHOSEN BY YOUR CHILD AND ONE BY YOU/SIBLING

The task is to OBSERVE A DAY, IMAGINE A DAY in the life of chosen being. You can go deeper by asking about their feelings and thoughts during the day . Try taking turns in your observation of the same being .

MAKING UP

MAKING UP A NEW GAME .

One person chooses 5 objects used in day-to-day life and other person has to make a new game using those objects. As an adult try to justify the use of object based on its properties and let child take the clue from your usage rather than instructions.

TWEAK THIS BY EACH PERSON CHOOSING ONE OBJECT AND BOTH MAKING GAME USING THOSE OBJECTS.



A PIT STOP TO PONDER

A TIME TO REFLECT

One of the things that research reveals on the upbringing of highly creative individuals, is that these people usually came from homes that had only a few, important, sacred rules.

After reading the list of "creativity killers" above, examine your own practices as a parent and see how many "killers" are regularly part of your parenting. Then see if you can alter your practices so that your children have opportunities to develop their CREATIVE senses.

I would like to request parents to post their experiences ,pitfalls, doubts etc in FB group , so that we,parents would be able to share our creative perception around it .





EXPLORE CREATIVE
THINKING SKILLS

ENJOY CONNECTING

KEEP YOUR MIND OPEN

EXPERIENCE CREATIVE
FUN WITH YOUR CHILD.





CREATIVITY KILLERS

Here is what Hennessy and Amabile (1992) identify as common “creativity killers.”

It is important to note that all of these “killers” are commonplace in our schools and homes.

Surveillance - Hovering over kids, making them feel that they’re constantly being watched while they are working, . . . under constant observation, the risk-taking, creative urge goes underground and hides . . .

Evaluation - When we constantly make kids worry about how they are doing, they ignore satisfaction with their accomplishments. . . .

Rewards - The excessive use of prizes . . . deprives a child of the intrinsic pleasure of creative activity.

Competition - Putting kids in a win-lose situation, where only one person can come out on top, . . . negates the process children progress at their own rates.

Over-control - Constantly telling kid how to do things, . . . often leaves children feeling like their originality is a mistake and any exploration a waste of time.

Restricting choice - Telling children which activities they should engage in instead of letting them follow where their curiosity and passion lead . . . again restricts active exploration and experimentation that might lead to creative discovery and production.

Pressure - Establishing grandiose expectations for a child’s performance . . . often ends up instilling aversion for a subject or activity. . . . Unreasonably high expectations often pressure children to perform and conform within strictly prescribed guidelines, and, again, deter experimentation, exploration, and innovation.

Summarized from: Goleman, Kaufman and Ray (1992) The creative spirit, 61-62

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