

OBJECTIVE (List number from above)	*SN *CS	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
		10 min	SIGN IN INTRODUCTIONS Introduction of instructor and participants.		<ul style="list-style-type: none"> • PPT SLIDE 1
OBJ 1		10 min	ACTIVITY 1: PROCESS VS PRODUCT ART <ul style="list-style-type: none"> • Examples of characteristics of PRODUCT-FOCUSED art are listed on slide 6 notes. • Examples of characteristics of PROCESS-FOCUSED art are listed on slide 8 notes. • We will revisit this activity at the end of the training. <p>For limited space or participants with limited mobility, provide options to work in pairs or small groups at the table.</p>	ACTIVITY: PROCESS VS PRODUCT ART <ol style="list-style-type: none"> 1) Participants are given index cards with characteristics of either product or process-focused art. They are encouraged to work individually or in small groups. 2) Participants post the characteristics under the headings “PRODUCT”, “PROCESS”, or “BOTH” (can be Venn diagram or separate newsprint pages on wall with each header – depending on room set up options) 3) Large group discussion on why some characteristics may describe one and/or the other (choose a few from each category to discuss but do not give “correct/incorrect” feedback). 	<ul style="list-style-type: none"> • PPT SLIDE 2 • index cards with characteristics of either product or process-focused art • tape • newsprint
OBJ 1		15 min	ACTIVITY 2: PRODUCT ART EXPERIENCE Demonstration of some limitations of product art experiences. <ul style="list-style-type: none"> • Once everyone is done and all projects are displayed, ask participants to try to find their completed project. • The time limit is also meant to demonstrate another factor which can limit creativity and self-expression. 	ACTIVITY: PRODUCT ART EXPERIENCE (FIREFLIES) Instructions given to participants: <ol style="list-style-type: none"> 1) Get 1 head, 1 body, 2 wings, 6 tissue paper pieces, glue stick. 2) Write your name on the underside of the body. 3) Complete the fireflies and give to the instructor. 	<ul style="list-style-type: none"> • PPT SLIDE 3 • Precut materials (body, wings, tissue paper) • Glue sticks • Markers • Timer

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OBJ 1 OBJ 2		5 min	REFLECTION <ul style="list-style-type: none"> Encouraging reflection is an important practice for early childhood educators. When young children reflect, they build skills like remembering, questioning, investigating, explaining, translating, sharing, and revisiting. These skills are crucial both in school and in life. Reflection is a valuable part of anything we want to teach children (self-regulation, conflict resolution, planning, even literacy). Examples of ways to help children with reflection are on slide 4 notes. 	REFLECTION <ul style="list-style-type: none"> <i>How do you feel?</i> <i>What did you enjoy (or not enjoy) about the experience?</i> <i>What did you learn?</i> <i>What might you want to try next?</i> Allow for open discussion. Encourage feedback and comments. Ask participants if they use reflection in their programs. Discuss importance of reflection and examples of ways to encourage reflection with children. 	<ul style="list-style-type: none"> PPT SLIDE 4
OBJ 1 OBJ 2	CS SN	30 min	PPT SLIDES 5-19 <ul style="list-style-type: none"> Objectives Characteristics of product-focused art Characteristics of process-focused art Benefits of process-focused art Individual Expression Examples of product and process art 	LARGE GROUP DISCUSSION OF <ul style="list-style-type: none"> Objectives Characteristics of product-focused art Characteristics of process-focused art Benefits of process-focused art Individual expression Examples of product and process art 	<ul style="list-style-type: none"> PPT SLIDES 5-19 HANDOUT: <i>“How Process Art Experiences Support Preschoolers”</i>
OBJ 1		10 min	EXAMPLES OF PROCESS-FOCUSED ART Website: http://www.funathomewithkids.com/2015/06/50-easy-process-art-activities-for-kids.html	<ul style="list-style-type: none"> Visit the web page to show examples of process-focused art activities. Participant can help select some activities to explore and discuss. 	<ul style="list-style-type: none"> PPT SLIDE 20 Website
		15 min	BREAK		

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OBJ 1 OBJ 2 OBJ 3		25 min	<p>ACTIVITY 3: PROCESS ART EXPERIENCE</p> <ul style="list-style-type: none"> Instructor chooses 1 or more process art activities to offer as options (depending on class size and space available). This is an example of an activity we might do with participants (Tissue Paper Art) Examples of additional options (these don't require direct touching of paint): <ul style="list-style-type: none"> Bubble wrap painting Watercolor painting with brushes, pipettes, branches, strings, etc. Mixing paint with glue and water Printing using water bottles and/or other containers (recycling materials) <p>We are modeling an environment which allows for creativity, imagination, and individualism. Children (and adults) need time to enjoy experiences and not feel rushed to finish a product. They also need time to reflect on their experiences.</p>	<p>ACTIVITY: PROCESS ART EXPERIENCE</p> <p>If providing multiple options, allow participants to choose which activity to do (they may do more than one or combine materials).</p> <ul style="list-style-type: none"> Give everyone time to select materials and create - without additional instructions. Allow ample time to relax and enjoy. Have books available for those who are done early (children's books which support open-ended or process-focused art such as <i>The Dot, Ish, Beautiful Oops, Colorful Dreamer</i>). Encourage participants to read provided handout: "<i>PennState Extension - Art - an opportunity to develop children's skills</i>". Provide books, puzzles, playdough, and other materials for participants who finish early. "Journals" can also be provided (folded and stapled paper). In most classrooms or programs, children would have the option of centers and other activities. If possible, play relaxing background music. 	<ul style="list-style-type: none"> PPT SLIDE 21 Art materials (for each option) Books, articles, puzzles, journals, playdough, etc. Music HANDOUT: "<i>PennState Extension - Art - an opportunity to develop children's skills</i>"
OBJ 1 OBJ 2		5 min	<p>REFLECTION & DISCUSSION</p> <p>Encouraging reflection is an important practice for early childhood educators. When young children reflect, they build skills such as remembering, questioning, investigating, explaining, translating, sharing, and revisiting. These skills are crucial in school and in life. Reflection is a valuable part of anything we want to teach children (self-regulation, conflict resolution, planning, even literacy). It's also an important skill to learn in and of itself.</p>	<p>REFLECTION</p> <ul style="list-style-type: none"> <i>How do you feel?</i> <i>What did you enjoy (or not enjoy) about the experience?</i> <i>What did you learn?</i> <i>What might you want to try next?</i> <p>Open discussion, feedback, and comments.</p>	<ul style="list-style-type: none"> PPT SLIDE 22

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OBJ 3		25min	<p>BARRIERS Possible barriers:</p> <ul style="list-style-type: none"> • <i>I'm not artistic.</i> • <i>I need to have control.</i> • <i>It's not what the parents want.</i> • <i>It's too messy.</i> • <i>I don't have enough space.</i> • <i>I don't have enough time.</i> • <i>What is educational about blobs of glue on paper or a page with lots of smudges?</i> • <i>Where do I get all these materials?</i> • <i>What is my role in process art?</i> <p>STRATEGIES TO FACILITATE PROCESS ART</p> <ul style="list-style-type: none"> • Have open-ended materials • Rotate materials • Put materials in different curriculum areas of classroom • Provide gentle guidance • Show techniques and usage of materials/tools • Scaffolding • Listen to children and their ideas/suggestions • Daily opportunities for art • Open art center accessible to children • Ample time to create • Ask open-ended questions • Not "making" children do art • Have H-U-G-E sheets of paper available • See the possibility of painting with things other than brushes • Doesn't have to look like anything. Ever. • Not making models or examples for the children • Don't comment on the product (what is it?) 	<ul style="list-style-type: none"> • Ask participants to identify any barriers or concerns they might have with implementing process-focused art. • Encourage participants to address each other's concerns, share ideas, and possible solutions. • Acknowledge that these are common barriers for many providers and programs. <ul style="list-style-type: none"> • Ask participants to provide feedback and discuss the strategies provided. 	<ul style="list-style-type: none"> • PPT SLIDE 23 <ul style="list-style-type: none"> • PPT SLIDES 24-27

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			STRATEGIES TO FACILITATE PROCESS ART (cont.) <ul style="list-style-type: none"> • Comment on the process • Prepare in advance to minimize mess • Ask parents to send children in play clothes, smocks, or old t-shirts. • Inform parents about process-focused art (what it is and why it's important) • Collect recyclables • Take art activities and materials outside • Let children decide what to do with their art (display/take home/leave at school) • Providing MORE is the best way to show support and to encourage (be cautious of mindless praise) • Remember that it's the children's art (not yours) 	<ul style="list-style-type: none"> • Ask participants to provide feedback or discuss the strategies provided. 	
OBJ 1 OBJ 2 OBJ 3		5 min	ACTIVITY 4: REVISIT ACTIVITY 1 (PROCESS VS PRODUCT ART)	ACTIVITY: REVISIT PROCESS VS PRODUCT ART <ul style="list-style-type: none"> • Instructor (or volunteer) reads aloud the index cards/descriptors and asks the group if they feel it belongs where it is. Does it need to be moved? • Has anyone's perspective or opinion of process and/or product-focused art changed? In what way? • Encourage participants to share how they will apply what they've learned to their programs. 	<ul style="list-style-type: none"> • PPT SLIDE 28
	SN	25 min	WRAP UP QUESTIONS ASSESSMENT		<ul style="list-style-type: none"> • PPT SLIDE 29 & 30

Assessment: Written assessment enclosed.