**Myths About Creativity and Resilience**

***Introduction***

*Myths are fables or fairy tales or stories with elements of falsehood. The following are myths about creativity.*

**Myths That Prevent Fostering Creativity and How to Avert Them**

* **Creativity is limited to arts subjects**.

There is the myth that creativity is limited to arts subjects such as music, drawing, basketry, modelling etc. Creativity is not subject specific even though it is often associated with ‘creative subjects’. Creativity is a means of approaching problem solving skills that can be exercised in diverse areas. Creativity on the other hand, does not take place in a vacuum. Children express creativity differently in different curriculum areas. By Knowing this truth teachers should appreciate the fact that individual child is likely to perform in a different way on different subjects and hence not force them in by trying to compare their abilities with other children.

* **Children discover it simple to transfer learning from one area to another**

This belief is not true as evidence shows that most children find it very difficult to transfer learning from one area to another. This is particularly because children during pre=school years are in the pre-operational stage and find it difficult to decanter information. All skills and knowledge contextual specific that they may possibly fail to know that something they had previously learned can be applied to a latest situation. Adults should assist the child to create the connection.

* **Creative process should not be taken too seriously because is fun.**

Creativity may appear like a fun activity to counter the more serious work of the classroom though the creative process presents a lot of challenges. Creativity requires attentiveness, determination and persistence in order to succeed. This in turn may be difficult and frustrating task. Therefore creativity should be taken very seriously.

* **Creativity is an in-born trait, limited to the talented few. Highly creative people will find their own way, regardless of what happens at school.**

This principle is not right. It should be noted that individual child may have dissimilar mixture of personality traits, abilities, and home experiences that contribute to the child being either more or less able to articulate his or her creative potential. The study of very inventive adults indicates that a number of of them insisted on ‘being creative’ almost in spite of their educational experiences, though should not be used as an argument for leaving creativity to chance. Without encouragement and support in early childhood education some children may miss the chance to build up on their creativity. Teachers have to watch out for creativity in children and keep on encouraging them to show their creative potential.

* **Children can obtain all the creative experience they need from free play and unstructured arts activities.**

Once more this belief is not proper even though a child can benefit from free play and unstructured arts activities. A child requires stimulation and creative problems to solve. Children can be helped to develop their creative skills through play by parents, caregivers and teachers. The parent, teacher or caregiver can demonstrate for example, how to carry out a exact activity, offer play company, play materials and in the process supervise.

* **You do not require being well-informed or skilled to be creative.**

This is not true, because trying to insist on skill growth and extensive knowledge can be blurring and stultifying. Similarly, skill and also knowledge are primary to creativity. By knowing the world is a young child’s play beginning. Without developing the requisite skills, children are in a position to show creativity.

**Myths That Prevent Fostering Resilience and How to Avert Them**

Are there myths in your community that hinder the thriving of resilience in children? Scholars in the area of resilience have identified four specific myths.

* **The Myth of Irreparable Damage**

Many times children who have successfully overcome traumatic events are still viewed as victims and are treated in a manner to suggest the events of the past are too hurtful for these children to ever heal completely or that these children are too damaged to ever surmount their problems and become productive people in society.

Caregivers need to give these children hope that they will someday find healing in order to give these children the hope and strength they need to overcome their situations and fulfil their potential.

* **Predetermination myth**

It is important for caregivers to help children understand that they can be free of negative cycles of poverty, violence and failure by making the right choices, seeking help where it is needed and by choosing to place themselves in the company of people who will not perpetuate these cycles.

* **The Myth of Identity**

People tend to label children by the way they have been mistreated especially in the case of abuse e.g. poor Alice she used to sexually abused by such and such a person.

Children could be helped develop a positive perception of their identity by having their identities defined in terms of their strength’s tenacity, insight, intelligence, creativity, morality and courage.

* **The Myth That, Ultimately, “It Doesn’t Matter”**

It is a difficult task to identify resilience in a child showing every indication of having suffered beyond repair damage and is following the destructive precedents administered by the peers.

For those taking care of children wondering if helping children overcome traumatising situations matters, they should always keep in mind that anything done with, for, and to a child and youth at a risk always matters. They bear lessons of compassion, kindness and easy acts of grace their whole lives.

**Suggestions for Further Reading**

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