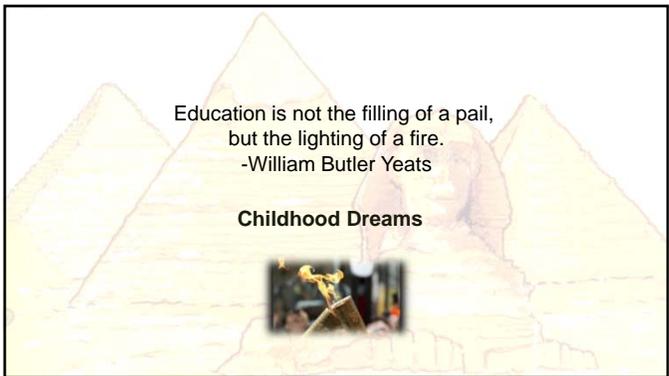
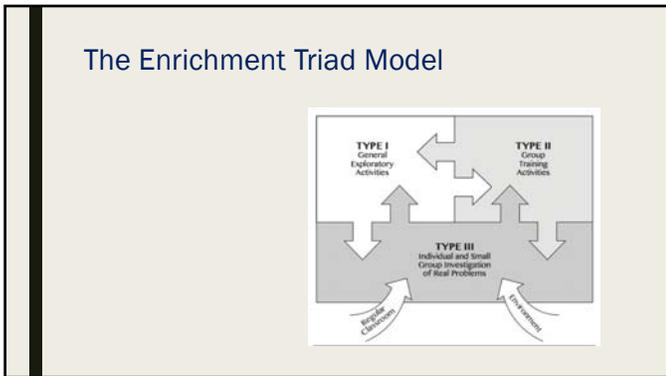
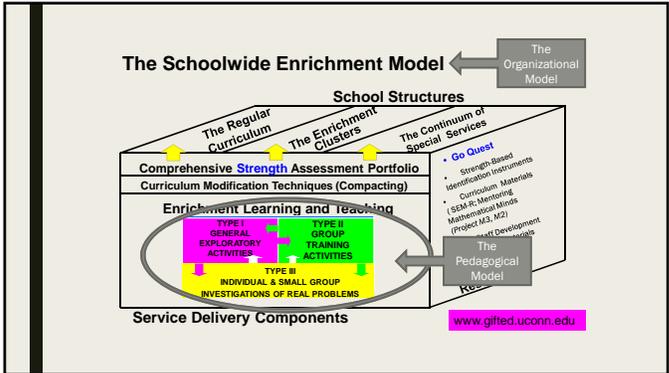


THE SEM MIDDLE AND SECONDARY BREAKOUT STRAND

Carla Brigandi, Ph.D.
Assistant Professor
West Virginia University



Type I Enrichment

Choose a job you love, and you will never have to work a day in your life.

~Confucius

Type I Enrichment

Experiences and activities that are purposefully designed to expose students to a wide variety of topics, issues, and activities not ordinarily covered in the regular curriculum.

The diagram shows the Enrichment Triad Model with Type I (General Exploratory Activities) highlighted with a red circle.

Type I Enrichment

Exposure to New Topics Different From Regular Curriculum

- Dynamic Activities that Will Stimulate New Interests in Certain Students

Orientation of Type I Experiences

Louisa May Alcott

What was Gretchen's Type I?

- Gretchen spent a year and a half working on a cookbook that combined vignettes of scenes from *Little Women* and *Little Men* with many authentic 19th century recipes for making the foods described in the novels. Cooking was Gretchen's hobby and she became fascinated with the foods mentioned in the novels and learned how to recreate them. Because Gretchen believed that other youngsters would also be interested in these foods, she sent her book to Little Brown Company. *The Louisa May Alcott Cookbook* was accepted and became the first book contracted by them with a child author.

<http://www.gfhd.uconn.edu/siegle/CurriculumCompacting/Louisa.html>

3 Conditions Type I Experiences

- Students are aware that the activity is an **invitation** to various kinds and levels of follow-up.
- There is a systematic **debriefing** of the experience in order to learn who might want to explore further involvement, and the ways the follow-up might be pursued.
- There are various opportunities, resources, and encouragement for diverse kinds of **follow-up**

Type I Planning and Documentation Form

Check all that apply:

Grade Level: 8-10 11-12

Subject Area: Social Studies

Methods of Delivery	Enrichment	Learning	Atmosphere	Depth	TOTAL
I. Resources/Experiences					
Speakers	1	2	1		4
Enrichment Clusters				1	1
Demonstrations					
Artistic Performances					
Panel Discussion/Debate		2			2
E-Mail					
Other					
II. Media					
Films	1		1		2
Filmstrips	1			2	3
Slides					
Audio Tapes/CDs					
Videotapes		2	1		3
Television Programs	1			2	4
Newspaper/Magazine Articles	1	3	1		5
Computer Programs					
Other					
III. Other Resources					
Interest Development Centers	1	1		1	3
Displays					
Field Trips					
Museum Programs			1		1
Learning Centers					
Internet					
Other					
TOTAL	6	10	7	5	28

Exhibit 26. Type I planning and documentation form (sample)

ENRICHMENT CLUSTERS

More later

The Enrichment Triad

Type II Enrichment, the middle child

The Type II Matrix
(Renzulli, 2001)

Cognitive Thinking Skills	Learning How-To Learn Skills
Creative Thinking Skills	Listening, Observing, & Perceiving
Creative Problem-Solving & Decision Making	Reading, Note-taking, & Outlining
Critical and Logical Thinking	Interviewing & Surveying
	Analyzing & Organizing Data
Using Advanced Research Skills & Reference Materials	Character Development and Affective Process Skills
Preparing for Research & Investigative Projects	Character Development
Library & Electronic Reference	Interpersonal Skills
Finding & Using Community Resources	Intrapersonal Skills
	Written, Oral, and Visual Communication Skills
	Written Communication Skills
	Oral Communication Skills
	Visual Communication Skills

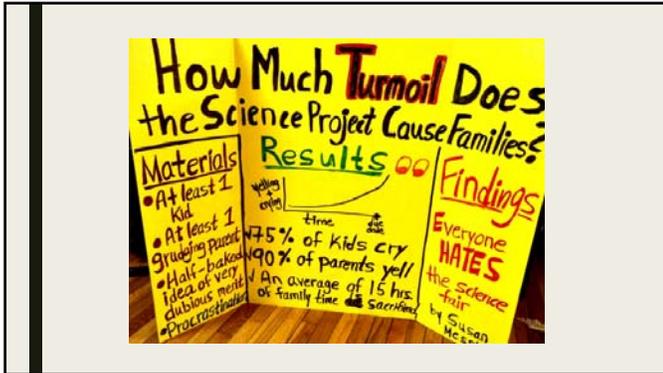
Grade 6 students build a paper mache volcano. When they fill it with vinegar and baking soda, the volcano erupts!

Science project

Dioxide in Pop Rocks To Fuel A Homemade Chemical Volcano.

Grade 6 students have been studying Earth Science. Here they work in cooperative groups to build a model of a volcano after learning key concepts in Earth Science and chemical compounds, completing research, and developing prototypes. Students will present projects to their classmates and lower grade students.

Grade 6 students have been studying Earth Science. Here they work in cooperative groups to build a model of a volcano after learning key concepts in Earth Science and chemical compounds, completing research, and developing prototypes. Students will present projects to their classmates and lower grade students.



The Type II Matrix

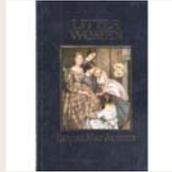
(Renzulli, 2001)

Learning How-To Learn Skills	Listening, Observing, & Perceiving
	Reading, Note-taking, & Outlining
	Interviewing & Surveying
	Analyzing & Organizing Data
Cognitive Thinking Skills	Character Development and Affective Process Skills
Creative Thinking Skills	Character Development
Creative Problem-Solving & Decision Making	Interpersonal Skills
Critical and Logical Thinking	Intrapersonal Skills
Using Advanced Research Skills & Reference Materials	Written, Oral, and Visual Communication Skills
Preparing for Research & Investigative Projects	Written Communication Skills
Library & Electronic Reference	Oral Communication Skills
Finding & Using Community Resources	Visual Communication Skills

Louisa May Alcott

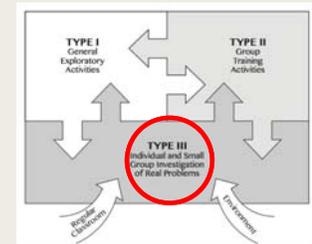
What Type II skills did Gretchen need?

- Gretchen spent a year and a half working on a cookbook that combined vignettes of scenes from Little Women and Little Men with many authentic 19th century recipes for making the foods described in the novels. Cooking was Gretchen's hobby and she became fascinated with the foods mentioned in the novels and learned how to recreate them. Because Gretchen believed that other youngsters would also be interested in these foods, she sent her book to Little Brown Company. *The Louisa May Alcott Cookbook* was accepted and became the first book contracted by them with a child author.



<http://www.gfred.uconn.edu/teaghr/CurriculumConnecting/Louisa.html>

The Enrichment Triad

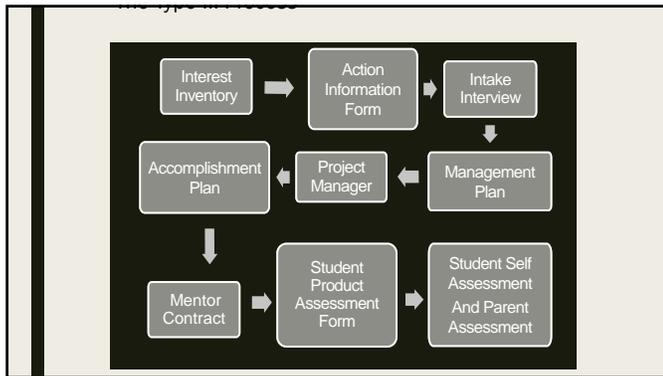


Type III Enrichment

- The student has an **internal commitment** in addition to a cognitive or scholarly interest
- There is **no agreed upon, correct solution**
- The student wants to bring about some form of **change** in actions, attitudes, or beliefs with a targeted audience
- Products are directed toward a **real audience, other than or in addition to the teacher.**

Resources

- <http://www.prufrock.com/Assets/ClientPages/sem.aspx>



Louisa May Alcott: What was Gretchen's Type III?

Gretchen spent a year and a half working on a cookbook that combined vignettes of scenes from *Little Women* and *Little Men* with many authentic 19th century recipes for making the foods described in the novels. Cooking was Gretchen's hobby and she became fascinated with the foods mentioned in the novels and learned how to recreate them. Because Gretchen believed that other youngsters would also be interested in these foods, she sent her book to Little Brown Company. *The Louisa May Alcott Cookbook* was accepted and became the first book contracted by them with a child author.

<http://www.gifted.uconn.edu/siegle/CurriculumCompacting/louisa.html>

Parent Testimonials

- Has your child discussed his/her product at home?
 - Yes. From the beginning he has asked questions and we have had discussions of what to do and ideas evolved through discussion.
 - Yes many times. We took a "field trip" to New York to "research"!

Parent Testimonials

- Please comment below on your child's task commitment, involvement and interest level while the independent study or project was being developed.
 - Madelynn worked on her project continuously and ran into difficulties at almost every turn. Surprisingly, she stayed interested and focused, even with all the frustration.
 - Yes. She put a lot of her free time and energy into her project. She made very good use of her free time.

Parent Testimonials

- Have you noticed any changes in your child's interests or use of free time since he/she began working on the project?
 - Yes. She hasn't worked on her other homework.
 - Due to this project I have noticed other items have fallen by the way or are just not as important as they once were.
 - He has been more focused in planning out his time with this project.

Parent Testimonials

- Please add any other comments about the enrichment program that you would like to offer.
 - I thought it was a great program. It definitely helped my son gain a better sense of responsibility and confidence.
 - I think this is a good idea for students to begin thinking about their future early in high school.
 - What a great experience this has been for Cody! I am grateful that he was able to experience real interest while researching - learning the valuable lesson that especially when it is of interest to you, learning can be so fulfilling! Thank you!

Student Testimonials

1. Describe your feelings about working on your project. Did you enjoy working on it?
 - *Yes. I loved working on this project. It was very enjoyable for me working on something I love.*
 - *I actually did enjoy working on my project and I wish I hadn't procrastinated.*
 - *I enjoyed working on project immensely!~*

"WITH SCHOOL TURNING OUT MORE RUNNERS, JUMPERS, RACERS, TINKERERS, GRABBERS, SNATCHERS, FLIERS, AND SWIMMERS INSTEAD OF EXAMINERS, CRITICS, KNOWERS, AND IMAGINATIVE CREATORS, THE WORD 'INTELLECTUAL,' OF COURSE, BECAME THE SWEAR WORD IT DESERVED TO BE."
 — RAY BRADBURY, *FAHRENHEIT 451*

It Matters

- "Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we could be as a society." — James J. Gallagher, 2014



Enjoyment

Engagement

Enthusiasm

Debrief

- Tell me something new that you learned today.
- What was interesting?
- What was fun?
- What questions do you have?

Your Three Obligations

- Develop your talents
- Pass on what you learn
- Leave the world better than you found it



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- Read more at <http://www.brainyquote.com/citation/quotes/quotes/j/josephjoub165966.html#PWum0FzLcoth1z:99>

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