Using SEM Pedagogy to Create Future Leaders and Change Agents: How Type III Enrichment Inspires Service, Social Responsibility, and Using Talents to Improve the Planet

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Theme One

Enrichment opportunities that offer rich, challenging learning can make a profound difference in the lives of students (even when they participate for 2-3 hours each week).
Theme Two

When teachers use enrichment and strength-based approaches, learning is more engaging and enjoyable and all students are able to make continuous progress.
Theme Three

The use of creative and joyful teaching and the arts does not result in lower test scores! Rather, achievement scores INCREASE when we use creative teaching methods and enrichment pedagogy.
Theme Four

The most important predictors of subsequent creative productivity are the creation and enhancement of interests, the development of task commitment, and learning to use one’s talents to improve the world.
The 3-Ring Conception of Giftedness (Renzulli, 1978)

Developing Gifts and Talents …
- In Certain People
- Under Certain Circumstances
- At Certain Times
Jacob Komar, Founder and CEO of Computers for Communities, Inc. and a Davidson Scholar

Jacob Komar, age 13, from Burlington, CT, created “Computers for Communities, Inc.” in order to help close the digital divide. Four years ago he observed that well-off families had computers but those who were poor did not. He and other friends were able to rebuild and give away over 1,000 computers to families in need. He started the company when he was 9 years old!
Jacob Komar, left, showed Sen. Jack Reed an implantable, wireless, rechargeable device that detects brain activity and converts it into digital commands, allowing patients with severe paralysis to control a computer using thoughts.
Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
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<tr>
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</tr>
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<td>403 Activities</td>
</tr>
<tr>
<td>Projects &amp; Independent Study</td>
<td>333 Activities</td>
</tr>
<tr>
<td>Contests &amp; Competitions</td>
<td>10 Activities</td>
</tr>
<tr>
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<td>545 Activities</td>
</tr>
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<td>98 Activities</td>
</tr>
<tr>
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<td>29 Activities</td>
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<tr>
<td>Summer Programs</td>
<td>74 Activities</td>
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<td>On-line Activities &amp; Classes</td>
<td>955 Activities</td>
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<tr>
<td>Research Sites</td>
<td>371 Activities</td>
</tr>
<tr>
<td>Videos &amp; DVDs</td>
<td>19 Activities</td>
</tr>
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Xóchitl Guadalupe Cruz, an 8-year-old girl from Mexico (Chiapas) found that in her rural community of low-income people, the only source of hot water is burning firewood from cut logs that would release fumes into the environment but also lead to deforestation. Few low-income residents can take hot showers.
Zone of Proximal Development

If the environment presents no such [challenging] tasks to the adolescent, makes no new demands on him, and does not stimulate his intellect by providing a sequence of new goals, his thinking fails to reach the highest stages, or reaches them with great delay.

~ Vygotsky
Creating Young Activists

What is a problem in our neighborhood?
In our school?
In our town?
In our world?

How can we work together to solve this problem?

The new Youth Activist Toolkit was developed with youth writers and activists as a detailed guide to help young people develop a plan, organize a coalition, and define and implement strategies to achieve measurable social impact goals.
Meet Dejanae Gilliam, an organizer and survivor of gun violence. She created a poster for March For Our Lives 2018 in collaboration with artist Kate DeCiccio and Amplifier.
Problems are easily identified

- Hunger
- Trash/clean up
- Loneliness
- Environmental
- Bullying
- Elderly citizens needing help
- School-based challenges

How do we start?
Think about the power we have as teachers to initiate good work and solve local and then more regional problems!
What kind of person do I want to be when I grow up?

Greta Thunberg, the Swedish teenage activist who has attracted worldwide attention with her campaign to fight climate change.
What will I contribute to our future world?
I was watching television with my mom and I heard an interview with Sam, who had progeria.... One thing he felt sad about was that he could never ride a roller coaster...
TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
REAL PROBLEMS
I have already sent the idea to three major roller coaster companies hoping they can expand on the idea. When I was searching the internet for your address so I could write to you, I heard about Sam’s passing. My mom and I were so sorry to read that. I would like to thank you, and him, for being such an inspiration to me and the world. Even though my simulator can’t be ridden by Sam, I am hopeful that other kids around the world with progeria or any other diseases that might prevent them from enjoying the thrill of the ride will get a chance to in the future.

Dear Bolliger & Mahillard,

The simulator that I created includes a video that is filmed the front seat of a roller coaster. The rider’s seat vibrates in order to simulate a rough chain lift. With my simulator, the rider wears a vest with weights in each pocket. Throughout the experience an operator adds and removes the weights in order to create the experience of different G-forces on the rider’s body. This concept of adding and subtracting weights on the outside of the body instead of the inside is meant to recreate the G-force experience.

Enclosed are photos of the roller coaster simulator that I created along with a model that I built. I hope you like this idea as much as I do. Thank you for your consideration.

Sincerely,

Brooks McConnell
Beloved teen Sam Berns dies at 17 after suffering from rare disease
By Greg Botelho, CNN

https://www.youtube.com/watch?v=36m1o-tM05g
“My philosophy for a very happy life."
William Winslow, 14, North Carolina
Cause: Ending childhood hunger

• “I will do whatever it takes to end childhood hunger,” he said.

• William was in the first grade when he first learned that as many as 1 in 5 kids in his state were at risk for hunger — including some of his classmates.
Winslow began collecting food instead of presents for his birthday. Soon, it led to him holding his first annual food drive where he collects thousands of pounds of food and money.

William was an eight-year old from Raleigh, North Carolina, set up a community wide food drive to collect food for BackPack Buddies, an Inter-faith Food Shuttle program providing low-income students healthy meals on the weekend. Inter-Faith Food Shuttle is an innovative hunger-relief organization serving seven counties (Wake, Durham, Orange, Chatham, Johnston, Nash, and Edgecombe) in North Carolina.
Writing a book for a friend with cancer

When Naudia Greenawalt’s friend was facing cancer, Naudia had a lot of questions. What kind of medicine would he take? Was it possible to get rid of the cancer? Would her friend still be the same goofy, fun-loving kid?

https://www.youtube.com/watch?v=_mJdjEwEQhg
How do kids learn about these problems?

- It was the sight of a dead whale in a National Geographic documentary that moved Haaziq Kazi to act.
  - [https://www.ted.com/talks/haaziq_kazi_a_13_year_old_s_plan_for_removing_plastic_from_the_oceans?language=en](https://www.ted.com/talks/haaziq_kazi_a_13_year_old_s_plan_for_removing_plastic_from_the_oceans?language=en)
The Media
A Great source of Type Is
Community Problem Solving (CmPS) bridges the gap between school and the real world. Students involved in CmPS learn powerful lessons about creating change, about dealing with local authorities and organizations, and about making a positive impact. Students in both team and individual CmPS apply problem solving strategies and skills to real-world concerns. Projects may focus on categories such as Civic and Cultural Issues, Education, Environment, Health Concerns, and Human Services.

https://www.youtube.com/watch?v=FQaZok4nmr4
https://www.fpspi.org/community-problem-solving/
Problems to be solved in my community

- Economic challenges
- Social disorganization
- Public health
- Aging
- Social inequality
- Education and public schools
- Work and occupations
- Environmental issues
From a young age, Sidney Keys III loved to read. But finding characters he could relate to was a challenge, because most of the books at his school library featured white protagonists. “I’d never been exposed to African American literature in a fun way,” Sidney said.

He started a monthly book club for African American males called Books N Bros

https://www.booksnbros.com/our-story
Other Examples

- [https://www.youtube.com/watch?v=JparKOCaxqU](https://www.youtube.com/watch?v=JparKOCaxqU)
- [https://www.youtube.com/watch?v=hiHlzNbug3g](https://www.youtube.com/watch?v=hiHlzNbug3g)
- (Community Gardens)
- (Hydroelectric generator)
The many ways kids can identify problems...

- Personal experiences
- Insights based on seeing problems
- Challenges faced personally or by their family and friends
- “Each January, the Gasparilla Pirate Festival attracts crowds to Tampa, Florida. They line Seddon Channel to watch a pirate ship pretend to attack the city. They cheer and toss thousands of glittery bead necklaces. Demetri Sedita knows the dark side of these festivities. Many beads wind up in the city’s waterways, where they’re eaten by marine animals or break down into tiny bits of toxic plastic that “work their way up the food chain,” said Demetri, a high school sophomore”

- [https://www.earthecho.org/team/demetri-sedita](https://www.earthecho.org/team/demetri-sedita)
And another

• Wiggling her toes in the sand, Alice Imbastari surveys a stretch of Mediterranean coastline near her home south of Rome. But she’s not looking at the waves or even the paraglider soaring above. She’s searching for trash. “See that?” she shouts, and rushes to grab a ripped chip bag.
ALICE IMBASTARI, 10 ANNI, LA GRETA ITALIANA: "DOPO LA SCUOLA RACCOLGO LA PLASTICA SULLA SPIAGGIA"
The TAG Program in Torrington

- Began in 1977
- Elementary, Middle School, and High School Services in Academics and in the Arts
- Based on the Enrichment Triad Model
- Original Pilot Site for the Revolving Door Model and the Schoolwide Enrichment Model
SAVE OUR TREES
STOP ACID RAIN!

Please sign our
petition - Please!

Think...
TYPE I* GENERAL EXPLORATORY ACTIVITIES

TYPE II GROUP TRAINING ACTIVITIES

TYPE III INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom

Environment in General
What else matters in programs for gifted and talented students? What makes a difference in their subsequent lives, education, and work?

Caroline Merry’s playground
Future Problem Solving Steps

https://www.ncfps.org/problem-solving-process

Step 1: Identify a challenge
Step 2: Select an Underlying Problem
Step 3: Produce Solution Ideas
Step 4: Generate and Select Criteria
Step 5: Apply Criteria
Step 6: Develop an Action Plan
TYPE III ENRICHMENT:
Building the Curriculum Around the Student

Begin Development of Management Plan

Student(s) With An Idea, Or Interest & A Commitment to Pursue An Individual Or Group Project

Interview With Facilitating Teacher

Problem Finding and Focusing

Human and Material Resources--Teacher as a Managerial Assistant

Finding Appropriate Outlets For Students' Work

Finding Appropriate Audiences for Students' Work

Focus on the Methodology or How-To-Do-It in a Particular Field

Manicure, Revise, Rewrite, Polish Product

Feedback, Encouragement, Editorial Assistance, Shoulder to Cry on

Finding Appropriate Audiences for Students' Work
Project helpers

GRANT APPLICATION
http://www.prufrock.com/Assets/ClientPages/pdfs/SEM_Web_Resources/Grant%20Application%20for%20Type%20III%20Funds.pdf

MANAGEMENT PLAN
Grants and awards for kids (thousands exist)

- Gloria Barron Prize
  https://barronprize.org
- Points of Light Foundation
  https://www.pointsoflight.org/
- Prudential Spirit of Community Awards
  https://spirit.prudential.com/
- Brower Youth Award
  http://www.broweryouthawards.org/
- Corporation for National and Community Service
  https://www.nationalservice.gov/
- Crowd funding
  https://en.wikipedia.org/wiki/Crowd_funding
The Type III interests of students affected their post-secondary plans. In many cases, their career interests were a synthesis of their early Type III interests as young children, leading to . . . Type IV—life and career choices based on interests, passions, and what they hope to do with their talents.
What do we mean by:
- Creativity?
- Independent thinking?
- Knowledge for its own sake?

Will this be on the Test?
INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
The Compactor

<table>
<thead>
<tr>
<th>NAME ___________________________</th>
<th>AGE _____</th>
<th>TEACHER(S) ___________________</th>
<th>Individual Conference Dates And Persons Participating in Planning Of IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL __________________________</td>
<td>GRADE ___</td>
<td>PARENT(S) ______________________</td>
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**CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING**
Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.

**PROCEDURES FOR COMPACTING BASIC MATERIAL**
Describe activities that will be used to guarantee proficiency in basic curricular areas.

**ACCELERATION AND/OR ENRICHMENT ACTIVITIES**
Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.

### Name it.

**What material needs to be covered?**

**What evidence shows a need for compacting?**

### Prove it.

**Exactly what material is to be excluded?**

**How will you prove mastery?**

### Change it.

**What enrichment and/or acceleration activities will be included?**

- Independent Study
- Acceleration
- Mini-courses
- Honors Courses
- College Courses
- Mentorships
- Small Group Investigations
- Work Study

☐ Check here if additional information is recorded on the reverse side.
Connecticut Invention Convention

- Hundreds of students competed for more than 260 Invention Awards from across Connecticut.

- [https://www.youtube.com/watch?v=XiuU1mlFeEc](https://www.youtube.com/watch?v=XiuU1mlFeEc)

New Yorker sponsored a GREAT video on kid inventors whose inventions usually focuses on helping others.
Enrichment Clusters

Future Creators & Producers

• Work with authentic TV equipment & professional personnel
• Learn interview skills
• Select topic, conduct research, write, edit, and perform news stories
Enrichment Clusters

MAKE A DIFFERENCE - IDENTIFY AND SOLVE PROBLEMS IN YOUR SCHOOL AND TOWN

- Identify a problem
- Brainstorm solutions
- Find ways to solve the problem.
The Japanese Minister’s of Education’s Visit to the Renzulli Center

- Why are you here?
- You Americans have all the patents. We can make everything that the Americans invent faster and cheaper... But we don’t have the creative ideas and inventions.
Has there ever been a time when we need so many creative solutions?
How do we create future change agents?

SEM pedagogy Can Create Future Leaders and Change Agents

Type III Enrichment can Inspire Service, Social Responsibility, and Using Talents to Improve the Planet
Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

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- 545 Activities: Websites
- 101 Activities: Fiction (Books & E-Books)
- 98 Activities: Non-Fiction (Books & E-Books)
- 29 Activities: How-to (Books & E-Books)
- 74 Activities: Summer Programs
- 955 Activities: On-line Activities & Classes
- 371 Activities: Research Sites
- 19 Activities: Videos & DVDs
Social and emotional learning and affective development in our SEM enables students to understand and develop positive emotions, set and achieve important and even noble goals, feel and show empathy for others, help others, solve problems, promote positive relationships, and make good and ethical decisions.
- Differentiate
- Enrich
- Create
- Future Problem Solving
- Project-based Learning
- Enrichment Clusters
- Type III
- Extend
How do we develop talents?

Always, Always, Always In The Student’s Area(s) Of Interest
Children deserve the chance to make a difference in their community, the opportunity to solve problems for the common good, and the time to develop and use their talents to make our world a better place to live.
Tell me, what is it you plan to do with your one wild and precious life?

The most regretful people on earth are those who felt the call to creative work, who felt their own creative power restive and uprising, and gave to it neither power nor time.