1. Explore various topics, problems, or areas of study that are of interest to you. Brainstorm various creative titles for your cluster.

2. Think of some ways to motivate student interest in the topic (Type I) by exploring/displaying what professionals in this topic do and produce. Plan one or two start-up activities that involve some kind of group work.

3. Brainstorm possible products and resources students will need to carry out their work (Type II).

4. Write an intriguing description/advertisement for your cluster.

5. Have students begin the development of a time line.

6. Explore various products, outlets, and audiences and plan a Type III Fair.
Beat Book To Start With
Infusion of Enrichment Into The Regular Curriculum
The Standards (Outcomes) Based Curriculum

U. S. States And Capitals

Your Magic Enrichment Infusion Device

Today’s Theme Words
Selection Injection Extension

If you would persuade, you must appeal first to interest rather than intellect.
Benjamin Franklin
American statesman and inventor
May I go home Ms. Peterson, I just can’t assimilate any more states and capitals today.
State and Capitals
(topic)

- A Rap State Song
- Design a state motto/logo
- Travel Game (clues to find destination)
- Create a limerick/poem

- Design a Jeopardy style game
- Who am I? Match capitals & states
- Profiles of famous people from state

- Create state flag
- Students make board game
- Write/choreograph state song
- U. S. Dart Board

- Create state political cartoons
- Guessing game for state bird/flower
- PR material for tourism
- Origin of states

- Debate over capitol locations
- Photographic essay of state/capital
- Character sketch of state/capital

- Major events within states
- History of transportation
- Route planning to visit all capitals
- Unique facts

22 Ideas in 10 Minutes!
Ten minutes of brainstorming with a group of teachers in Florida...

- A Rap State Song
- State Shapes made out of play dough
- Travel game (find clues to get to destination - like Carmen Sandiego)
- Route planning to get there (most efficient way to visit all capitals)
- Who am I? game to match states and capitals
- Students make board games
- History of transportation determining capital location
- Character sketch of state and capital
- Photographic essay of state/capital using Internet photos
- Create a flag based on information researched about the state
- Create political cartoons and original songs about the state and capital
- Debate over a better city for a state capitol
- Design a state motto/logo
- Create a limerick/poem
- Design a Jeopardy-style game to learn capitals and states using given supplies and time limit
- Write a song/poem/limerick that students can sing about capitals and states
- Profiles of most Famous men/women from the state
- Write/choreograph state song
- Guessing game on state bird/flower
- PR material to get tourists to state
- A dart board (more points for smaller states)
- Origin of state/capital names
- Debate over better capitol locations
- Major events that took place in the state (Wright Brothers @ Kittyhawk)

24 Ideas in 10 Minutes
New Jersey resembles an Indian head.

Minnesota looks like a chef’s hat.

Louisiana is shaped like rain boots.

Iowa looks like a face.

Example of Infusion in Practice
Ms. Allen brought a huge floor map of the United States. The students took off their shoes and walked in their stocking feet on the 50 states.

"This is a giant map," Allen said. "What I'm doing is telling a story about a man on the map, and the story helps the kids learn about the states."

Allen gave the students clues about each of the states so they would have an easier time remembering which went where.

"Minnesota is a chef's hat," she said. "Iowa is a face. Rain boots are Louisiana."

Allen said the floor map is an interactive tool for the students.
Best Extension to come out of this activity.

I asked her and everybody asks me...

Injecting Enrichment Activities Into Any and All Regular Curriculum Topics

The Rules (Apply as many as possible)

1. Not always a single, predetermined correct answer
2. Something kids *do* rather than sit and listen
3. Something that is fun for most kids
4. Something that has various levels of challenge to which interested students can escalate
Have you ever had this thought?

hmmmm...
and yet another
day has passed
and I did not
use Algebra
once... very
interesting.
Barbie Dolls Teach Algebra

Algebra 1 students use formulas and calculations to prevent Bungee-jumping Barbies from cracking their heads in a plunge off the top of the football stadium.

The freshman worked on the data derived from attaching rubber bands to the feet of each Barbie and recording how far she would fall with the addition of each additional rubber band.
Infusion In Math

Cinquain

Numbers
Added together
Can be multiplied
Saves time
Faster

Eight times eight went out the door
Came back in married as sixty-four

Nine times three went to heaven
Came back to earth as twenty-seven

Limericks

There once was a number named eight
Who thought he was something quite great
But when divided by four he was two
And his new size made him feel blue.
The 9-foot-tall pyramid they built out of 1,024 smaller paper pyramids was based on the Sierpinski triangle fractal, a mathematical design in which each large piece is made of matching smaller pieces. Submitted to Guinness Book of World Records.
Students measured the height and weight of 10 regular Oreos, 10 Double Stuf Oreos, 10 Mega Stuf Oreos and five wafers.
Students studying "The Diary of Anne Frank" can do more than read her story these days. An Internet application offers interactive links [http://www.weijima.com/annefrank.html] and documentary film clips about the famous Holocaust victim. The app, available from Penguin Books and developer Beyond the Story for iPad and Nook, also includes audio clips from the woman who helped the Frank family during World War II.
Fourth-graders from throughout the school district got a firsthand dose of the American Experience at Florence High School on Tuesday.

The school’s 10th- and 11th-graders donned costumes and played the roles of the country’s earliest American settlers to modern-day history makers.

The American Experience project, which included more than 50 high school student groups, offered displays of the various time periods in the two gymnasiums on campus. As students passed through the stations, they earned “passports” marking their visits to each time period.

The project was a joint effort of the English and history departments at the school.

Those faculty members developed a year-long curriculum integrating the two disciplines daily, which, for a five-year period, will take the place of students taking the history or graduation sections of the Alabama High School Graduation Exam.
Making History Come Alive

Night of The Notables

Jackie Robinson  Harry Houdini
Ada Lovelace  Amelia Earhart
Nelson Mandela  Meriwether Louis
Bill Gates  Princess Diana
Steve Jobs  LeBron James
Ella Fitzgerald  Gabrielle Douglas
Ludwig van Beethoven  Mae C. Jemison
Michelle Obama  Helen Frankenthaler
Amelia Earhart  Malcolm X
Rosa Parks  Sacagawea
Roberto Clemente  Louis William Tomlinson
Benjamin Franklin  Coretta Scott King
Sally Ride  Anne Frank
Laura Bush  Martin Luther King, Jr.
Guion Bluford  Helen Keller
Willma Rudolph  Sacagawea
Tony Hawk  Roberto Clemente
Helen Keller  Muhammad Ali
Anne Frank  Annie Sullivan
Marian Anderson  Albert Einstein
Maya Angelou  Mary Tudor

Kenyon portraying Guion Bluford
The First African American Astronaut
Developing Math Skills Through A Fantasy Baseball Program

In the Fantasy Baseball program, students receive fictional baseball cards and analyze the players' statistics to draft and trade while building their own teams. A "Player Wheel," a geometric representation of the player's strengths and weaknesses, is created and used to play against other students' teams. A regular-season schedule is set for the class, usually ending with a World Series game to decide the classroom champion.

Read more: http://www.post-gazette.com/stories/sports/pirates/math-game-adds-up-to-win-640567/#ixzz1yAFV9459
Hall County, GA
DaVinci Museum

District-Wide Multi Curricular Infusion Idea

Eighth-grader Andrew Hathcock, 13, discusses energy transformation using wind turbines as an example Thursday inside the "Elements of Change" exhibit at the Museum of Inspired Learning at DaVinci Academy.
Students talk up tolerance
How-To Books for establishing a museum...

The Museum of Online Museums

http://www.coudal.com/moom/
Primary Teaching the Alphabet

Mathematical
- Lines of Symmetry
- Transformations
- Attributes of letters (curves, angles, etc.)

Games
- Scattergories
- Scavenger Hunts
- Create a Board Game
- Computer Games and Apps (LetterSchool)
- Keyboarding

Tactile
- Write letters in shaving cream, sand, salt, etc.
- Create letters with sand paper
- Cooking with letters (alphabet soup)
- Trace letters on an Ipad

Performing Arts
- Create your own alphabet song
- Create an alphabet play or puppet show
- Host a Q and U Wedding

Visual Arts
- Write and illustrate an alphabet book
- Photograph letters in nature
- Draw personified letters
- Where’s Waldo: Create pictures with hidden letters

Kinesthetic
- Create an alphabet dance
- Mobile Hullabaloo: “Skip to a vowel, spin to the S”
- Letter charades
- Letter Hopscotch
- Body Sculptures with Letters

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- Letter charades
- Letter Hopscotch
- Body Sculptures with Letters
Making green eggs and ham for his class.
Science Unit On Birds

Birds (topic)

- Prezi on birds of prey
- Podcast on bird calls
- Write a short play about birds.
- Diorama depicting birds of a habitat
- Design a new species of bird adapted to a biome
- "Fun Facts" deck of cards about birds
- Sketch internal bird anatomy

Bird classification card game
E-Photo album of state birds
Mystery game with bird feathers
Map migratory flight patterns
Dissect owl pellets
Virtual bird dissection
Poem about birds

Compare birds’ beaks through sketches
Board game about birds
Debate whether birds should be kept as pets

Podcast on bird calls
Edit a Wikipedia article on birds
Glog on a species of bird
Classify birds by habitat and diet
At the end of each unit in AP Physics teacher Raymond Cirmo asks each group of students to show how they can integrate what they covered in the unit to a year long project that students select. This group is applying everything they learned to launching a video camera, a GPS system and an instrument for collecting particles in the atmosphere. They built a platform and attached it to weather ballons which carried it to the upper limits of the atmosphers and returned safely to Earth.
10 Best Resources for Creative/Productive Giftedness
Super Hint for getting more authentic Type IIIs in your Enrichment Clusters...

Learn all you can about *How-To Books* in the area(s) of your student’s interests. Help students identify basic principles and concepts in their field of interest.
Eyewitness
TO THE PAST
Strategies for Teaching American History in Grades 5-12

JOAN BRODSKY SCHUR  Foreword by James A. Percoco

Pennsylvania Prime

May 22, 1773

For a long time now, my mother or master, has been
Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1. 
2. 
3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

1. 
2. 

B. Where could you find answers to them?

1. 
2. 

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.


The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

Fig 3.2 Photo Analysis Worksheet
## Advertisement Analysis Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>In what publication did this advertisement appear? What is the date of publication?</td>
</tr>
<tr>
<td>B</td>
<td>Who created the advertisement?</td>
</tr>
<tr>
<td>C</td>
<td>What is the purpose of the advertisement?</td>
</tr>
<tr>
<td>D</td>
<td>Who is the intended audience for the advertisement?</td>
</tr>
<tr>
<td>E</td>
<td>If a product is being sold, what strategies does the ad use to convince the target audience that they should want this product?</td>
</tr>
<tr>
<td>F</td>
<td>How common or unique was this product for its era?</td>
</tr>
<tr>
<td>G</td>
<td>What does the advertisement tell us about material life in America at this time?</td>
</tr>
<tr>
<td>H</td>
<td>What does the advertisement tell us about social relationships in America at this time?</td>
</tr>
</tbody>
</table>

**Fig 5.3 Advertisement Analysis Worksheet**
# Debate Score Sheet

<table>
<thead>
<tr>
<th>Topic: [The Bank War]</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM: [Andrew Jackson]</td>
</tr>
</tbody>
</table>

## ARGUMENTS:
Did the speaker present convincing, well-reasoned ideas supported by facts?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## REBUTTAL:
Did the speaker give a point for point refutation of the opponent’s speech, presenting well-reasoned arguments and facts?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## PRESENTATION:
Were the constructive and rebuttal speeches delivered in a clear, forceful, and convincing manner? Did the speaker win your trust?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## SCORE:
1-5 points with 5 the highest score possible.
- Constructive Arguments
- Rebuttal
- Presentation

---

**Fig 6.3** Debate Score Sheet
# Cartoon Analysis Worksheet

## Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 3

<table>
<thead>
<tr>
<th>A. Describe the action taking place in the cartoon.</th>
<th>B. Explain how the words in the cartoon clarify the symbols.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Explain the message of the cartoon.</td>
<td></td>
</tr>
<tr>
<td>D. What special interest groups would agree/disagree with the cartoon's message? Why?</td>
<td></td>
</tr>
</tbody>
</table>
## Promotional Materials Score Card

**Team:** ___________________  **Name of Student:** ___________________

<table>
<thead>
<tr>
<th>A.</th>
<th>Check item produced:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Poster</td>
</tr>
<tr>
<td></td>
<td>□ Flyer</td>
</tr>
<tr>
<td></td>
<td>□ Buttons</td>
</tr>
<tr>
<td></td>
<td>□ Bumper Stickers</td>
</tr>
<tr>
<td></td>
<td>□ Radio or TV Ads</td>
</tr>
<tr>
<td></td>
<td>□ Political Cartoon</td>
</tr>
<tr>
<td></td>
<td>□ Other _____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.</th>
<th>Score: 1-5 point with 5 the highest score possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Was the message of the promotional material clear?</td>
</tr>
<tr>
<td></td>
<td>2. Did it reflect an understanding of the issues in the campaign?</td>
</tr>
<tr>
<td></td>
<td>3. Was it produced with creativity and care?</td>
</tr>
<tr>
<td></td>
<td>4. Was it clever and did it carry emotional punch?</td>
</tr>
</tbody>
</table>
Document Analysis Worksheet

<table>
<thead>
<tr>
<th>A.</th>
<th>Is your document (check one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Issued by a governmental agency?</td>
</tr>
<tr>
<td>□</td>
<td>Issued by a private organization?</td>
</tr>
<tr>
<td>□</td>
<td>A contract between two private citizens?</td>
</tr>
</tbody>
</table>

**How do you know? Explain:**

<table>
<thead>
<tr>
<th>B.</th>
<th>When was it issued?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To whom was it issued?</td>
</tr>
<tr>
<td></td>
<td>By whom was it issued?</td>
</tr>
</tbody>
</table>

| C. | Are there any seals on the document, and what do they tell us? |

| D. | Are there any signatures on the document, and if so what do they tell us? |

| E. | To what does the certificate or legal document attest or certify? |

| F. | Why might it be important for the agency or person who issued this document to retain such a record? |

| G. | Why might it be important for the recipient to keep a copy? |

| H. | What can we learn about the recipient’s life from this document? |

| I. | What can we learn about this time period in history from this document? |
San Francisco Chronicle

Glimpse of Wild West in San Jose

-Dave Murphy, San Francisco Chronicle Staff Writer
Teacher David Rapaport, teacher at Bret Harte Middle School, sits next to Julius Deetken's tombstone in Deadwood, South Dakota.
## Scrapbook Reader’s Review

### A. Facts about the Subject’s life.
- Documents from which you deduced these facts.
  1. 
  2. 
  3. 
  4. 
  5. 

### B. In the space below, describe one of the most interesting documents included in this scrapbook about life during the Reconstruction era. What did you learn from it and the comments the writer wrote about it:

- 
- 
- 
- 

### C. In the space below summarize what you admire about the subject’s life. What were the greatest difficulties he or she faced and his or her greatest accomplishments?

- 
- 
- 
- 

### D. In the space below describe three things you think the creator of this scrapbook did effectively. Describe one thing you think they could have been improved, and tell why.

- 
- 
- 
-
Take Action! A Guide to Active Citizenship

Jury Trials in the Classroom

The Kids' Business Book

Last Chance! The Public Speaking Handbook

A Kid's Guide to Social Action

How to Debate Revised Edition
From the How-To Data Base at www.renzullilearning.com
How-To Books for establishing a museum...
The importance of How-To Books
## Basic Principles and Functional Concepts of Fashion Design

<table>
<thead>
<tr>
<th>Principles</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contrast</td>
<td>Value</td>
</tr>
<tr>
<td>Rhythm</td>
<td>Color</td>
</tr>
<tr>
<td>Unity</td>
<td>Form</td>
</tr>
<tr>
<td>Emphasis</td>
<td>Shape</td>
</tr>
<tr>
<td>Pattern</td>
<td>Line</td>
</tr>
<tr>
<td>Movement</td>
<td>Space</td>
</tr>
<tr>
<td>Balance</td>
<td>Texture</td>
</tr>
</tbody>
</table>

[crystal@interaccess.com](mailto:crystal@interaccess.com) Ask for information about their design poster series.
FASHION DESIGN
DRAWING AND
PRESENTATION

Patrick John Ireland
A gift that will keep on giving... if you cooperate!

Enrichment Cluster Database

www.gifted.uconn.edu/clusters/clusters.cfm

Be part of this valuable resource. Send your Enrichment Cluster descriptions and we will include them as we update the database to meet the expanding need for innovative ideas. Email your descriptions to angela.pigg@uconn.edu

Please include with your email:
1. Target grade levels for your cluster
2. The subject area
3. Your name
4. Your school’s name
5. The principal’s name
6. Title of the Enrichment Cluster
7. The Enrichment Cluster description

Keep in mind that these descriptions are valuable regardless of whether they are from previous years, or up and coming. Teachers everywhere can benefit from your contribution.

Joe & Angela
The Oral History Manual
Quick Writes
Blazing Pencils
The Audubon Society Field Guide to North American Fossils
You Can Write Song Lyrics (You Can Write)
How To Do Inventions for Science Fair Projects
Attack of the Killer Video Book: Tips and Tricks for Young Directors
"Movie Science: 40 Mind-Expanding, Reality-Bending, Starstruck Activities for Kids"
Egyptian Hieroglyphics: How to Read and Write Them
Nolo's Patents for Beginners
Absolute Beginner's Guide to Taking Great Photos
The Kids Book of Incredibly Fun Crafts
School Power: Study Skill Strategies for Succeeding in School
How to Play Tennis
High School Algebra Tutor
Screen Teen Writers: How Young Screenwriters Can Find Success
The Teenager's Guide to the Real World
More Award-Winning Science Fair Projects
"Kids Book of Soccer: Skills, Strategies, and Rules of the Game"
Math Games and Activities from Around the World
The Mad Scientist Handbook 2
THE A.S.P.I.R.E. SURVEY

Six Points of Engagement for School Communities

Mallory M. Bagwell, Ph.D.
Michele Femc-Bagwell, Ph.D.
Super Hint for getting more authentic Type IIIs in your Enrichment Clusters...

Search the Internet for professional associations that offer resources in specific topic areas.
Strength-based Differentiation Engine™

Matching Resources to Individual Learning Profiles

**MY ENRICHMENT ACTIVITIES:**

- **virtual field trips**: 48 Activities
- **real field trips**: 759 Activities
- **creativity training**: 73 Activities
- **critical thinking**: 47 Activities
- **projects & independent study**: 188 Activities
- **contests & competitions**: 15 Activities
- **fiction (books & e-books)**: 4 Activities
- **non-fiction (books & e-books)**: 200 Activities
- **how-to (books & e-books)**: 26 Activities
- **summer programs**: 32 Activities
- **on-line activities & classes**: 245 Activities
- **research sites**: 54 Activities
- **videos & dvds**: 96 Activities
Mouse and the Scotch tape dispenser. (Cartoons by Joshua Palmes, a 10-year-old student at Webster Hill School, will be a regular feature of West Hartford News.)
Super Hint for getting more authentic Type IIIs in your Enrichment Clusters

Think Data…

Think Instruments!

Find the tools that professionals use to gather data in their area(s) of investigations
Sound Level Meter
Antibacterial soaps are no better than regular soap. Experts have said so for years. But that hasn’t stopped millions of Americans from snapping up the supposedly superior germ killers—now 70 percent of the liquid-soap market. Part of the problem was the lack of rigorous studies to back up the experts’ claims. But last week at the annual meeting of the Infectious Diseases Society of America, Elaine Larson, assistant dean for research at Columbia University’s School of Nursing, came up with the goods. In a randomized, double-blind, controlled study—the type of trial used by drug companies—she surveyed 224 New York City home-makers. Half were given ordinary liquid soaps for a full year and the other half received antibacterial soaps. All participants’ hands were cultured for germs at the beginning and the end of the study.

The results? At the outset, all participants’ hands were teeming with 100,000 to 1 million bacteria. “That’s normal,” says Larson. “People can have up to 10 million on their hands.” By the end of the year, tests revealed that they had just 300,000 or so. It didn’t matter whether they used antibacterial soap or not. The difference was that they were taking more time to wash their hands thoroughly, particularly the fingers, which come in contact with the most foreign objects during the day.

Why don’t consumers switch to the real thing? “People are used to antibacterial soap,” says Sleepy Hollow, New York-based Dr. Stuart Levy, author of “The Antibiotic Paradox.” Most people wash their hands for three to five seconds. Unfortunately, residues of antibacterial soap can linger on sponges and countertops, where they may contribute to the development of drug-resistant bacteria. A better solution for people with sensitive or immune-compromised patients at home is to use an alcohol-based gel, which kills germs by drying them out. Last week the CDC recommended these waren because they’re gentler on the skin.

“WASHED UP:” Studies show antibacterial soap is no better than the traditional kind.

“TAKE WELL:”
Glo-Germ Light
Data Gathering Instruments and Techniques

- Interview
- Questionnaire
- Rating Scale
- Observation Record
- Sociometric Device
- Salt Analyzer
- Metal Detector
- Dissecting Kit
- Biofeedback Monitor
- Maze

- Thermometer
- Barometer
- Litmus Paper / pH meter
- Blood Pressure Monitor
- Color Blind Test
- Pedometer
- Respiratory Flow Meter
- Camera
- Tape Recorder
- Video Recorder

- Water Test Kit
- Oxygen Analyzer
- Magnifier
- Microscope
- Telescope
- Eye Chart
- Scale
- Ruler
- Tape Measure
- Voltmeter
- Amp Meter
- Ohm Meter
- Light Meter
- Sound Meter
- Spectroscope
Super Hint Number 3 for getting more authentic Type IIIs in their Enrichment Clusters...

Help students explore the full range of product options.

Decorate the school environment with numerous types of products from various disciplines.
**Instructional Products**

**Concrete Products:** Physical constructions young people create as they investigate the representative topics and interact with the principles, concepts and methodology of the discipline.

- **Artistic Products**
  - Architecture
  - Murals
  - Sculpture
  - Maps
  - Graphic Designs

- **Performance Products**
  - Skits
  - Role playing
  - Dance
  - Mime
  - Interpretive Song

- **Spoken Products**
  - Debates
  - Speeches
  - Demonstrations
  - Panel Discussions
  - Book Talks

- **Visual Products**
  - Videos
  - Musical Scores
  - Blueprints
  - Diagrams/Charts
  - Timelines
### Possible Student Products

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Crossword puzzle</th>
<th>Journal</th>
<th>Oil painting</th>
<th>Set design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animation</td>
<td>Dance</td>
<td>Large-scale drawing</td>
<td>Oral history</td>
<td>Short story</td>
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<tr>
<td>Annotated bibliography</td>
<td>Debate</td>
<td>Landscape design</td>
<td>Oral report</td>
<td>Silk screening</td>
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<tr>
<td>Art gallery</td>
<td>Diary</td>
<td>Lecture</td>
<td>Overhead</td>
<td>Simulation</td>
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<tr>
<td>Audiotape</td>
<td>Display</td>
<td>Lesson</td>
<td>transparency</td>
<td>Skit</td>
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<tr>
<td>Batik</td>
<td>Dramatic</td>
<td>Letter</td>
<td>Pamphlet</td>
<td>Slide/tape presentation</td>
</tr>
<tr>
<td>Biography</td>
<td>Editorial</td>
<td>Letter to the editor</td>
<td>Paper weight</td>
<td>Small-scale model</td>
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<tr>
<td>Blueprint</td>
<td>Etching</td>
<td>Limerick</td>
<td>Pattern</td>
<td>Social action plan</td>
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<tr>
<td>Board game</td>
<td>Experiment</td>
<td>Line drawing</td>
<td>Play</td>
<td>Song</td>
</tr>
<tr>
<td>Book jacket</td>
<td>Fable</td>
<td>Map</td>
<td>Picture dictionary</td>
<td>Sonnet</td>
</tr>
<tr>
<td>Bulletin board</td>
<td>Fact file</td>
<td>Maze</td>
<td>Poem</td>
<td>Stencil</td>
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<tr>
<td>CD-ROM</td>
<td>Fairy tale</td>
<td>Memorial</td>
<td>Portfolio</td>
<td>Stitchery</td>
</tr>
<tr>
<td>Calendar</td>
<td>Family tree</td>
<td>Mobile</td>
<td>Poster</td>
<td>Survey</td>
</tr>
<tr>
<td>Campaign</td>
<td>Filmstrip</td>
<td>Monograph</td>
<td>Pottery</td>
<td>Terrarium</td>
</tr>
<tr>
<td>Card game</td>
<td>Greeting card</td>
<td>Montage</td>
<td>Product packaging</td>
<td>Textbook</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Glossary</td>
<td>Movie</td>
<td>Puppet</td>
<td>Timeline</td>
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<tr>
<td>Charcoal sketch</td>
<td>Graph</td>
<td>Mural</td>
<td>Puppet show</td>
<td>Topographical map</td>
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<tr>
<td>Chart</td>
<td>Greeting card</td>
<td>Museum exhibit</td>
<td>Radio show</td>
<td>TV documentary</td>
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<tr>
<td>Choral reading</td>
<td>Guest speaker</td>
<td>Musical</td>
<td>Relief map</td>
<td>TV newscast</td>
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<tr>
<td>Collection</td>
<td>Haiku</td>
<td>composition</td>
<td>Research report</td>
<td>Video</td>
</tr>
<tr>
<td>Comic strip</td>
<td>HyperCard stack</td>
<td>News report</td>
<td>Rubbing</td>
<td>Video game</td>
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<tr>
<td>Computer game</td>
<td>Illustrated story</td>
<td>Newspaper</td>
<td>Sand-casting</td>
<td>Vocabulary list</td>
</tr>
<tr>
<td>Computer program</td>
<td></td>
<td>Observation log</td>
<td>Science fiction</td>
<td>Weather</td>
</tr>
<tr>
<td>Costume</td>
<td></td>
<td></td>
<td>story</td>
<td>instrument</td>
</tr>
<tr>
<td>Costume design</td>
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<td></td>
<td>Weather log</td>
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<td></td>
<td></td>
<td></td>
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<td>Wrapping paper</td>
</tr>
</tbody>
</table>
Super Hint Number 4 for avoiding the fun-and-games criticism...

“Ac-a-demic-ize” every topic!! (Even arts and crafts) by “pushing in”
academic content...

**VERY IMPORTANT!** Use students’ motivation to develop creative products as a vehicle for doing scholarly background research in their areas of interest. You can’t be a creative or critical thinker with an empty brain!
**Quilting Through History**

- Would you like to study history in a creative way? The story of the American quilt is the story of America itself, stitching together the history, hopes, and heartaches of a nation. Investigate historical events, places, or persons of interest and record a little bit of history by creating your own quilt that tells a story.
National Quilt Museum
Paducha, KY  http://www.quiltmuseum.org
The "Father of the Airborne"
KENTUCKY (2/9/17) — Senator Dorsey Ridley, D-Henderson, poses with a quilt that students from the Audubon Arts Series in Henderson County Gifted and Talented Program made that portrays the original “Ruby Throated Hummingbird” painted by John James Audubon in 1821.
High School Example

The NASA Space Satellite Team

Are you interested in building a satellite that will orbit the Earth? Join the NASA Space Satellite Team and participate in a project that will actually build a satellite. We will experiment with the effectiveness of various types of communication systems and will post data online for other satellite operators to use.

Be prepared to work on one of several teams that will get us ready for the countdown when we hitchhike a ride on a NASA Rocket in 2018.
High School Enrichment Cluster

The NASA Space Satellite Team
High School For Science and Technology

Most aspiring teenage scientists never see their projects go much further than the local science fair.

“It’s just nice to be able to be exposed to a field that we normally wouldn’t see through our school curriculum,” said Stephanie Chen, a high school senior who is one of the leaders of the 80 student group working on the project. “I never expected that I would be learning this stuff in high school.”

**Type I** -- Students saw an announcement about NASA’s CubeSat program, which allows small satellites called CubeSats to hitch a free ride on rockets headed for space.

**Type II** -- The group of students partnered with nano-satellite company Ragnarok and Emergent Space Technologies, which is offering mentors and materials.

**Type III** -- A 10 centimeters by 10 centimeters Satellite.
11

The Renzulli Learning System
I know what you’re thinking!

Give me a break!
How the hell can we accommodate all these things? I’ve got 26 students and a state curriculum to cover. Where will I find the time and resources for enrichment?

Let the machine do the heavy lifting.
Individualized Strength Assessment

Personalized Learning

Resource Matching Search Engine
50,000 Enrichment Resources
Student Profile

This profile is for: Valerie

Valerie is a seventh grade student who has special interests and abilities in school. She described her grades as above average in math, above average in science, above average in reading, and above average in social studies. She seems to have several areas of interest. Her **primary interest appears to be in writing**. She seems to enjoy writing, and should have opportunities to develop skills in writing in a variety of genres such as fiction and non-fiction, poetry, and journalism.

Valerie’s **second area of interest appears to be in performing arts**. She really enjoys various types of performing arts, such as music, dance or drama and may enjoy performing or helping to direct, manage the stage, or design sets!

Valerie’s **third area of interest appears to be in athletics**. She seems to like physical activity and may be interested in learning about sports, nutrition, physical therapy, or sports medicine.

Valerie also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Valerie has very clearly defined learning preferences. Her **preferred instructional style is through technology** that helps her to learn by using computer software, cd roms, videodiscs, and the internet. Her **second choice of learning style is learning games** that enable her to learn content by playing games or participating in activities with cards, board games, or even electronic games. These activities can be completed individually, in small groups of students, or in a whole class of students. Valerie **also enjoys simulations** that help her to learn content and skills through role-playing people or events. Valerie also likes acting, or pretending to be a character, and may like to study history by participating in simulations. For example, she may want to role-play Thomas Jefferson in the signing of the Declaration of Independence or Eleanor Roosevelt during World War II.

Valerie also has a preferred product style. That is, she has certain kinds of products that she likes to complete. Her **first product choice is dramatic**. She enjoys participating in theatrical performances, such as acting and role-playing. Her **second choice of product style is musical**. She enjoys listening, playing, and/or thinking about various forms of music. Valerie’s **third choice of product style is written**, as she enjoys writing articles, stories, or other types of written products.

As Valerie has a chance to consider some of her choices and think about what she really enjoys doing, it is our hope that these opportunities will enable her to fully develop her interests through the variety of exploratory activities in the Renzulli Learning System database. When she takes a virtual field trip to a museum, interviews a favorite author on the web, or explores an historical site on-line, she will be learning to further explore her interests and learning styles. These kinds of exploratory activities can introduce Valerie to new ideas and experiences and let her explore many possible interests.
Create a connection between your students and the curriculum.
Teacher Use – Teaching a unit on Ancient Egypt

Fun With Mummies

First, remove the brain. Take the metal hook from the table and stick it up Seneb’s nose a number of times to break his brain into pieces. Then pull the pieces out through his nose.

Click on any highlighted word to see and hear its definition.
Using Renzulli Learning To Differentiate -- The U. S. Constitution

Directions
Review the resources Renzulli has selected for you, and answer the following questions:
1) What is our country's first constitution called? 2) What is the role of the Constitution in our Government? 3) Describe the structure and purpose of the Constitution. 4) Describe the Fifth Amendment. 5) What did the Constitution mean to the people who drafted it?

Required Activities To Review:
- Constitutional Knowledge
- Celebrate the Constitution - The Game!
- Madison's Notes Are Missing!

Activities Matched To Your Profile:
- A Revolutionary WebQuest
- Ask a Civics Question
- Jeffersonian Era
- Understanding the Constitution
- The New Nation
- Constitutional Knowledge

Activities Matched To Your Profile:
- Ben's Guide to the U.S. Government
- A History of US: Revolution
- Our America
- Constitution of the United States
- Benjamin Franklin: An Extract
- Creating the United States
- The Scales of Justice
- This Nation

Activities Matched To Your Profile:
- Celebrate the Constitution - Stand Up for Your Rights
- Are You Smarter Than a Fifth Grader?
- The Patriot Papers Activities
- Our America
- Restore the Bill of Rights
- Flashcard Exchange

Activities Matched To Your Profile:
- America's Story
- Our America
- Smithsonian American Ar
- The Benjamin Franklin Treasury
- The Scales of Justice
- State WebQuest
Type I Enrichment
General Exploratory Experiences

Local Businessman Telling Children How He Started His Donut Shop

Michael
Age 8
NFTE’s mission is to provide entrepreneurship education programs to young people from low-income communities. Our vision is that every young person will find a pathway to prosperity.

SUPPORT US
Help NFTE
Empower young people to change their lives.

You can help!

Donate now....

SPOTLIGHT ON...
NFTE School Profile: The Cultural Academy for the Arts and Sciences

View NFTE Videos

LATEST NEWS
OppenheimerFunds/NFTE National Youth Entrepreneurship Challenge 2009

NFTE Meets Arne Duncan at Aspen Ideas Festival

An inspiring story about the power of youth entrepreneurship education

NFTE Founder Co-Authors World Economic Forum Report on Entrepreneurship
Type II Enrichment


Written by a kid (with his mom) for kids 10-17, this book is full of cartoons, drawings, quizzes, games, riddles and stories to help you learn the basics of saving, investing, borrowing, and taxes. It also aims to teach you how to get what you want, how to bargain, and how to talk to business partners and parents.
Type II Enrichment

Activities Manager

Search for Activities by...

Basic Search

Advanced Search

Search as a Student

Saved Searches

Interest Areas:
Technology
Reading
Writing

Learning Styles:
Discussion
Games
Independent Study
Technology

Abilities:
10-12 Low
10-12 Medium
10-12 High

Expression Styles:
Audio-Visual/Display
Oral
Technological
Written

Smart Money Quiz Show
You will start off the game in debt. Don’t panic though. You will get money for each question you answer correctly.

Practical Money Skills
This online activity requires Adobe Flash Player

Add to My Favorites
Share with Students/Teachers
Attach to Assignment/Project
Ice Cream Inc.
Do you want to run your own business? Start with your own ice cream stand! The success of your stand depends on the decisions you make each day about how many supplies to buy, how much money to charge for each cone, and how much to spend on advertising. Make sure to check the weather forecast! Be smart, and good luck!

Michigan Department of Agriculture
Adobe Flash Player is required for this activity.
From the How-To Books Data Base at www.renzullilearning.com
“The Eyes Test”
Welcome, Marty!

It is natural and fun to dream about your future — where you will live, your future work, the kinds of friends you will have in the future, and how you will spend your time.

Dreams are important to everyone, but it takes work and plans to make them come true—and it is never too soon to start!

Right now—TODAY—you can begin setting goals and making plans that will help you fulfill your dreams. It starts by creating your own:

Personal Success Plan (PSP)

Please click below to see how each step can help you plan for a fantastic future!

- My Interests
- My Heroes and Helpers
- My Careers
- My Goals
- My Plans
- My Projects

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Welcome, Marty!

Renzulli Learning - Mozilla Firefox

What's in it for me...

That's a very reasonable question... and one you should consider carefully when you start something new.

Denzel Washington, the actor, put together a wonderful book called A Hand to Guide Me, in which more than 70 successful people talk about their growing-up years and the people and choices that set them on good paths. In the introduction, Mr. Washington talks about some of his childhood friends, who got into trouble; and about the local Boys Club, where he learned “to dream—to think big.” He suggests that big dreams are a key part of making good choices.

If you already have dreams for the future, this Renzulli Learning program can help you start living them. And if, right now, you don't have a dream for your future, the following activities will help you discover one—and make plans to accomplish it!
The path to a happy and satisfying future starts with knowing your interests — the activities you enjoy doing most. Your top three interests from your Renzulli Learning Profile are shown on the right.

Here are three questions to consider about your interests. You may click on any of the questions.

- Why should I care about interests? Better understand why you should really know your interests to gain Personal Success.
- Are interests and talents the same? See how what you like and what you do best can be the same, how they might be different, and why each matters to your future.
- What if my interests or talents change? Find out why it’s OK to change and find new interests and do new things.

Here are three tasks to perform that will help you to know your interests better. Only the first task is required.
Most people who get what they want from life have role models. You will discover and list two kinds of role models:

- Heroes to look up to, and
- Helpers to rely on.

Please explore the following information and complete the tasks:

- What is a Role Model? — Learn more about heroes and role models.
- Heroes vs. Idols — Examine how great role models differ from idols.
- Find Your Heroes — Create a list of people whom you admire.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Hero</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barack Obama</td>
<td>Complete</td>
</tr>
<tr>
<td>2</td>
<td>Andy Warhol</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Heroes vs. Idols

Some people are popular, or good looking, or seem to have everything they need to be cool. At school, they are the ones who never seem to be lonely or bored. When they become adults, we are sure they will have exciting and glamorous lives.

A person like this may become your idol. It might be because you really like the way they sing or act or just look. It might be because all your friends think that person is cool... and then so do you. An idol often looks great on the outside because that's the easy part to see.

A hero is different. Heroes may or may not have an attractive outside; either way, what matters most to them is what is going on inside. They have a challenge to overcome, or a puzzle to solve, or a dream to realize. Like trees, heroes are alive and rooted in life. Eventually, their hard work bears fruit in ideas that change the way we think, or works of art that change the way we see, or products that change the way we live, or achievements.
Renzulli Personal Success Plan (PSP)

My Careers

Most adults must do work to support themselves and their families, while your full-time job may be more difficult. In this section, you will have a chance to reflect on your work experiences.

Here are several starting points for planning your career.

- **Why Should I Think About Careers NOW?**
- **A Job or a Career?** — Examine the difference.
- **Your top three Expression Styles from yourProfile**. These are the kinds of products you like to create.
  - Click **each** of those Expression Styles you may not have considered.

(A Job or a Career?)

There is a big difference between **doing a job** and **pursuing a career**. Consider the following:

In the movie *The Karate Kid*, young Daniel LaRusso asks local handyman, Mr. Miyagi, to teach him karate so that he will be able to defend himself. Mr. Miyagi agrees, but then assigns Daniel the task of washing and waxing cars. He shows him specific arm and hand movements to use in applying the wax and wiping it off. Daniel is frustrated by what he sees as pointless, boring labor.

So... was Daniel's car waxing a **job** or a **career**? Click the one you think is true.
Here are several starting points for planning your career.

- **Why Should I Think About Careers NOW?** — Consider the reasons for making career choices.
- **A Job or a Career?** — Examine the differences.
- Your top three **Expression Styles** from your Risk Capacity Profile. These are the kinds of **products** you like to create.
  - Click each of those **Expression Styles**.
  - If you think your Expression Styles may not have been considered, click the **See More...** button on the right.
  - If you think your Expression Styles may be missed, click the **Styles** button to retake that portion of the survey.
- **Work Preferences Profile** — Complete a “What’s My Strength?” assessment.
- **Find Careers** — Begin creating a list of careers.

### Work Preferences Profile

Page 1 of 4

On these next few pages, please check the boxes that describe career characteristics that are important to you. In most cases, you may select as many as you like. You may also "write in" any others that are important to you.

Please begin: Read the following descriptions and then choose one answer below.

**Become a Dropout**

- Drop out of high school
- Work 40 hours per week (full time) at one job or work at a series of part-time jobs
- Earn a small hourly wage that will let me rent a room or a very small apartment and pay my basic food and utility (heat, lights, cell phone) bills only

**Graduate from High School**

- Complete high school and get a diploma
- Work 40 hours per week at a single job
- Earn an hourly wage or a salary that will let me rent a small apartment, pay my basic food, utility, and transportation (car) bills, and still have a little left over for things I want (rather than just things I need)

**Graduate from College**
Renzulli Personal Success Plan (PSP)

My Goals

Thus far you have done some great work linking your interests with your dreams through the Personal Success Plan.

Now it is time to set some goals to help make those dreams come true.

In this PSP section, you will explore the whole idea of setting goals—academic and personal ones for yourself.

- **Why Do Goals Matter?**—Learn why setting goals is critical.
- **What Makes a Good Goal?**—See what goes into making a good goal.
- **FAQs**—See the importance of academic goals.
- **Academic and Personal Goals**—View websites.
- **Set Your Goals**—Complete a series of "What Are Your Goals?" exercises.

Use the options shown below to help you make good choices, or think of your own and enter it in the space below.

- Click here to see Sample Long-Term Academic Goals.
- Click here to see Sample Short-Term Academic Goals.
- Click here to see Sample Long-Term Personal Goals.
- Click here to see Sample Short-Term Personal Goals.

Enter a goal:

Select the type of goal: Long-Term Academic Goal

Enter only one goal at a time. Then, click Submit to describe and evaluate that goal. You will be able to add as many goals as you wish, but you must choose at least one for each category.
Renzulli Personal Success Plan (PSP)

Goals are the milestone markers along the road to your careers. Plans are the actual steps you take to reach those milestones.

In this section, you will make plans to achieve some of your academic and personal goals.

- Plans vs. Goals — Compare and contrast goals and plans.
- How do I Create a Plan? — Learn how to create a plan.
- Walk-Through a Sample Plan
- Create/Edit Plan(s) — Complete the "What Is My Plan?" wizard.

To begin creating a PSP plan, you will click the Create/Edit Plan(s) link.
Renzulli Personal Success Plan (PSP)

A Renzulli project is an opportunity to work creatively—just as if you are already a junior professional in some occupation. This means you get to try out one of your career choices.

In this PSP section, you will develop a project that pursues one of your interests and goals, along with a specific career and, perhaps, one of your heroes.

- **PSP Tab Projects**—Were any parts of the PSP challenging for you? Click the links below to see projects designed to help you understand and better use these specific PSP tabs.

  - **Interests**
    - PSP I Believe: Write a Personal Essay  Preview
    - PSP Who Do You Think You Are?  Preview

  - **Heroes and Helpers**
    - PSP Interview People and Learn About History  Preview
    - PSP Learn About Turning Points in People’s Lives  Preview

  - **Careers**
    - PSP Career Choices  Preview

  - **Goals and Plans**
    - PSP Learn About the Science of Happiness  Preview

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The Renzulli Personal Success Plan (PSP)

A Tool for Helping Youth Plan Their Dreams

The Renzulli Personal Success Plan (PSP) was designed to help young people, especially middle school-aged students, to think critically about their interests, heroes and career aspirations - and then create tangible goals and plans for achieving those dreams.

The PSP has two main objectives:

- Provide a research-based, goal-oriented assessment and treatment tool that establishes student ownership of the value of his / her education.
- Support students in their identification and pursuit of social, academic, and ultimately economic short & long-term goals.

Students build their own PSP, following six guiding concepts:

**My Interests**

In this section, students are asked to carefully consider their interests and talents and think about how those strengths connect to careers and future plans.

**My Heroes and Helpers**

Heroes and Helpers are people that students believe inspire them, either the heroes who may be famous and/or helpers in their own lives that they may know personally.
Happy talk, keep talking happy talk,
Talk about things you'd like to do,
You gotta have a dream, if you don't have a Dream,
How Gonna have Dream Come true?

40 YEARS OF RESEARCH AND DEVELOPMENT
Summary - The Why Question

Without change in the ways we educate young people there will be no innovation, creativity, or incentive for economic and social improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable in the most productive countries in the world.

William Pollard
Nobel Prize Physicist

It is not the strongest of nations that survives, nor the most intelligent, but the ones most responsive to change.

Charles Darwin
Why should we apply at least some of the pedagogy of gifted education to all students?

“What parents with the means and ability want and do for their children is what we, as a society, should demand for all children.”
I don’t cause teachers trouble, my grades have been okay. I listen in my classes, and I’m in school every day.
My teachers think I’m average; my parent’s think so too. I wish I didn’t know that ‘cause there's lots I’d like to do.
I’d like to build a rocket.  
I have a book that tells you how,  
or start a stamp collection.  
Well, no use in trying now.
Cause since I found I’m average,
I’m just smart enough you see,
to know there’s nothing special
that I should expect of me.
I am part of the majority, the hump part of the bell, who spends his life unnoticed in an average kind of hell.
Summary - The How Question

A: Use the concept or ORE.

Opportunities Resources Encouragement

Always in the area of the student’s Interest
What Makes for an Outstanding SEM School?

- Energy Work Smarter, Not Harder
- Team Work Makes the Dream Work
- Teacher & Administrator Trust
- Celebrities Excellence
- Knowledge About the Model
- Change The Culture of the School
- Ownership You build it your way...
- Total Faculty Involvement

Common Goals -- Unique Means

自信只是工作熱情
Self confidence is just enthusiasm at work.
How to make your dream into a reality...

Study The Problems And Opportunities

Work Together And Dream Big

Develop A Plan To Implement Your Own Schoolwide Enrichment Model
There will always be critics... Be prepared for MNR questions
Never Give Up On Your Dreams...
Thank You
Poster at the Renzulli Academy in Hartford, Connecticut