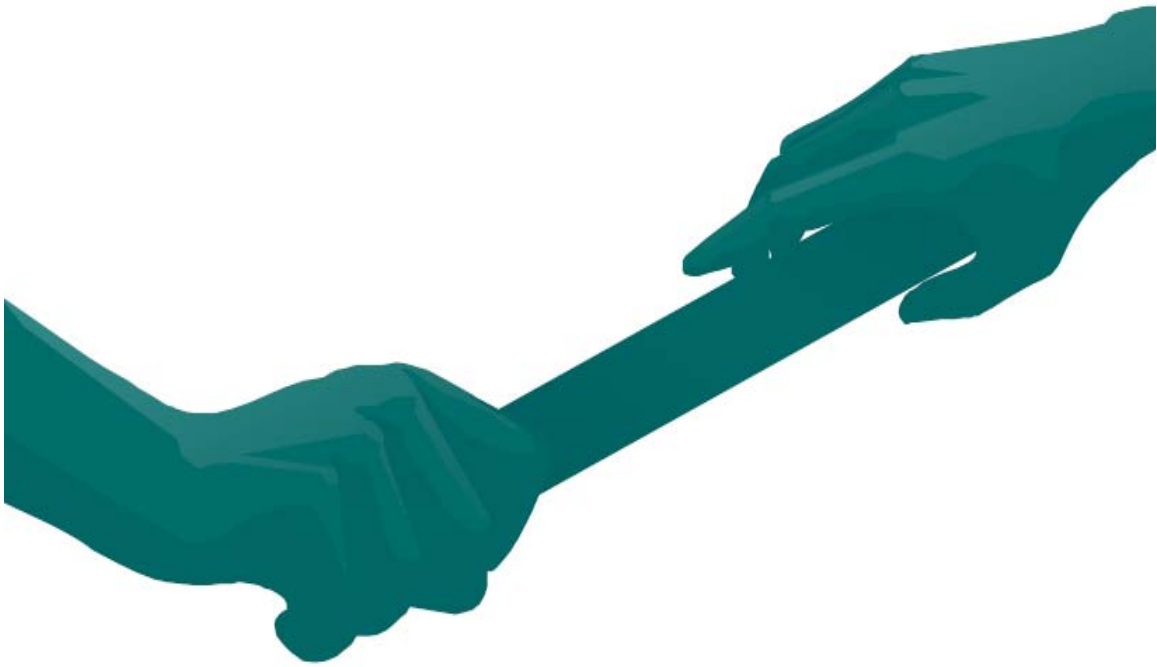


MAKING GREAT KIDS GREATER: EASING THE BURDEN OF BEING GIFTED



TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED

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GIFTED KIDS HAVE A UNIQUE PERCEPTION, AND GIFTED STUDENTS NOT ONLY THINK DIFFERENTLY, BUT THEY FEEL DIFFERENTLY.

THIS SESSION WILL PROVIDE A **TOOL BOX** OF ACTIVITIES THAT CAN BE USED TO HELP GIFTED STUDENTS BETTER UNDERSTAND THEMSELVES, INCLUDING ***SELF-PORTRAIT POETRY*** AND ***POSITIVE SELF-TALK***. THESE ACTIVITIES WILL HELP DEVELOP AWARENESS IN GIFTED STUDENTS OF THEIR UNIQUENESS AND THE UNIQUENESS OF OTHERS. POSITIVE SELF-TALK ENCOURAGES A BELIEF IN BEING IN CHARGE OF ONE'S THINKING.

OBJECT OF SUCCESS IS AN ACTIVITY THAT REMINDS GIFTED STUDENTS OF PRIOR SUCCESSES. IT ALSO BUILDS CONFIDENCE IN SPEAKING BEFORE A GROUP, AND DEVELOPING POSITIVE INTERACTION SKILLS.

PERFECTIONISM IS A PROBLEM FOR MANY GIFTED STUDENTS, AND ***SUGGESTIONS FOR DEALING WITH PERFECTIONISM*** ARE INCLUDED IN THE TOOL BOX. THESE SUGGESTIONS WILL HELP GIFTED STUDENTS SEE THE POSITIVE SIDE OF PERFECTIONISM.

PROCRASTINATION AND TIME-MANAGEMENT ARE PROBLEMS THAT MANY GIFTED STUDENTS FACE, AS A RESULT OF BEING OVERSCHEDULED. ***HINTS FOR PROCRASTINATION*** AND A ***TIME MANAGEMENT PLAN*** ARE PROVIDED AS ACTIVITIES TO ASSIST GIFTED STUDENTS IN BECOMING MORE ORGANIZED AND SUCCESSFUL IN THEIR STUDIES. THESE ACTIVITIES WILL BUILD AN UNDERSTANDING OF WHY PEOPLE PROCRASTINATE AND WAYS TO DEAL WITH PROCRASTINATION.

SELF-PORTRAIT POETRY

Purpose: To develop awareness in gifted students of their uniqueness and the uniqueness of others.

To enhance creative writing, and language arts skills.

Materials: Self-portrait poem paper
Chalkboard or chart paper
Drawing paper (optional)

Activities:

Open ended question

How are you different from other people?

- Explain that each student will create a poem that will tell other students about themselves, by following the directions in the self-portrait poem. As the teacher, list the words that describe you on the chalkboard, Use a large piece of paper to create your poem by following the directions at the bottom of the page. Ask the class what the poem says about you.
- Hand out the self-portrait poem worksheet with the three open ended questions below. Again, explain the directions. Provide extra plain paper if the students want to embellish their poems for display. A decorative border consisting of things they like could add to the fun of this activity.
- Take a photo of each student to match with their self-portrait poem. Display for all to enjoy!

Open ended questions

- What are five things you really like about yourself?
- What are seven things that you would like to change about yourself?
- What are five things you admire in another person?

POSITIVE SELF-TALK

Purpose: To build self-awareness.
To increase self-esteem.
To encourage positive thinking.

Activities:

Introductory Open-ended questions for discussion:

Tell about a time when you have talked yourself into doing something when you were lacking confidence?
What are some things you have used to give yourself encouragement?

Journal entry:

List five things that are difficult for you to do well.
List five positive sentences that you could yourself each morning.

- Ask each gifted student to share an entry from his/her journal. Discuss how people can develop the courage to succeed by repeating a positive phrase. These phrases are called positive self-talk or affirmations.
- Positive self-talk can be used as a daily activity. Each day, find a quote that can be written on the board. Spend a few minutes discussing the meaning of the quote with your class. Ask for suggestions as to how the quote can be turned into a "Today I will" statement.
- Discouraged gifted students often have an inner voice which tells them to give up before they start. Negative messages tend to set students up for failure. Encourage positive self-talk as a tool to help gifted students understand and know their strengths.

OBJECT OF SUCCESS

Purpose: To increase self-esteem.
To build confidence in speaking before a group.
To develop positive group interaction skills.

Materials: Students are asked to bring in an object that represents a time of success in their life.

Activities:

Open-ended questions:

What is something that was difficult for you to learn at first, that now seems easy?
When have you had a time in your life that you felt successful?

Journal entry topic:

Five Ways that I'm a Winner

Object of success

Students are asked to bring in an object that represents a time of success in their life, a time when they felt like a winner. The teacher should also participate, and bring in an object to share.

Preparing and sharing objects of success

- Provide the students time to prepare a two minute speech about their object, how they achieved it, what happened when they first received it etc. Encourage them to highlight their points on a small 2 x 5 card.
- Encourage positive listening skills (SLANT) while each student is presenting. After each mini-speech, the students can ask questions of the speaker.

Success Photos

Take a photograph of each student with his or her object of success, Place these on a bulletin board and give the pictures to the students at the end of the seminar.

Suggestions for Dealing with Perfectionism

Put a check by the suggestions you like and are willing to try!

- Choose what is most important and start it first.
- Try to sit quietly for ten minutes and do nothing. What happened?
- Turn off the cell phone.
- Turn off the television.
- Turn on relaxing music.
- Allow yourself to do three things at a time.
- Start a project a week before it is due.
- Three times a week, take fifteen minutes to sit, to read, to write, to play solitaire, to _____.
- Walk vigorously for five minutes, then sit down and begin to work.
- Allow your mind to wander and begin to plan what you want to do before you put it on paper.
- Talk into a tape recorder about what you want to do, how you will do it, and what might keep you from completing your task. Then, listen to the tape twice and begin your plan.
- Keep paper and a pencil by the side of your bed, and write down ideas as they come to you.

PROCRASTINATION

Purpose: To develop an understanding of why people procrastinate.
To develop strategies to deal with procrastination

Activities:

Quotes

“He who hesitates is last.” (May West)

“Procrastination is the thief of time.” (Edward Young)

Open-ended questions:

- When have you procrastinated?
- How did you feel?

Brainstorm why people procrastinate. List ideas on a chart or on the board.

- If you don't start a project, you can't fail.
- If you succeed, you might always have to succeed.
- Putting projects off temporarily feels great.
- It's easy to procrastinate when you are faced with many assignments.

Journal entry

Write five sentences about you and your procrastination.

Ask the students to copy the following hints for procrastination in their journals.

- Set clear, realistic goals for your assignment.
- Break the project into small workable pieces.
- Ask for permission from your teacher to hand in sections of the project as you complete it.
- Set deadlines for yourself and meet them.
- Strive for your best, but don't expect every task to be perfect.
- Reward yourself after each task.
- Begin your work time with your most difficult task.
- Mark the calendar to show your progress.
- Concentrate while you work, Focus on the task at hand.

Discover how other procrastinators deal with putting things off. Write or call:

Procrastinators' Club of America, Inc.

1111 Broad-Locust Bldg.

Philadelphia, Pa 19102

(215) 546-3861

Ask for a copy of their Last Month's Newsletter. Don't be surprised if it is late in arriving!

Time-Management

PURPOSE: To learn better methods of using time on a daily and weekly basis.
To make decisions concerning life and life-style.
To discuss, brainstorm, and implement suggestions for time-management.

MATERIALS: Time-Management Worksheet
Suggestions for Using Time Creatively
My Plan for Time-Management

ACTIVITIES:

- Discuss the importance of time-management. Ask the students how they would rank themselves on time-management (1 being low and 5 being high). In small groups, ask them to discuss their ranking, and how they think it could be improved.
- Have the students complete a Time-Management Plan. With a partner, ask them to discuss the items in One and Two and the strategies that were used. Have the students give feedback to one another.
- Have the students place their “My Plan for Time-Management” in their journal, and suggest that they review these plans at least once a week.
- Ask the students to develop a survey on time-management, and have them give it to five to ten people, and report the findings to an interested group, such as parents, teachers and other classes.

My Plan for Time-Management

Make a separate list of 5 to 10 ideas you'd like to try in the next couple of weeks. Rank them according to what you really want to focus on, with #1 being the idea you will try first.

#1 _____

Date when started _____

Strategies used _____

Results _____

#2 _____

Date when started _____

Strategies used _____

Results _____

#3 _____

Date when started _____

Strategies used _____

Results _____

#4 _____

Date when started _____

Strategies used _____

Results _____

#5 _____

Date when started _____

Strategies used _____

Results _____