

Affective Toolbox for Gifted Learners

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Bibliotherapy

- Appropriately chosen books allow for students to learn about and cope with social/emotional struggles by identifying with a character in a story
- Gifted students reading books featuring gifted children or adults allow them to gain insight into their own giftedness
- Stories may show ways of coping with struggles that gifted students face in their day to day living and can teach strategies for dealing with social/emotional issues

Bibliotherapy

- Can help gifted students better understand themselves, their sensitivities, and their quirks
- Helps gifted students see they are not alone
- Can expose them to new ways of thinking and seeing the world around them
- Gifted students don't always have everything together socially/emotionally (even if it's assumed they do); they need help just like any other child

Bibliotherapy

- Gifted students are different in how they think so we must meet them where they are with their needs
- Occurs in 4 steps
 - Identification of the needed skill
 - Selection of the appropriate book
 - Presentation of the story
 - Follow-up with an activity, discussion, etc.

Topics in the Toolbox

Perseverance &
determination

Risk taking

Standing up for oneself

Finding value in oneself

Not fitting in

Having a passion

Facing challenges

Seeing your potential

Making mistakes

Having integrity

Solving a problem

Being curious

Overcoming adversity

Books, Books, and More Books

- Ish by Peter H. Reynolds
 - Making mistakes, seeing your potential
- The Most Magnificent Thing by Ashley Spires
 - Perseverance & determination, making mistakes
- The Empty Pot by Demi
 - Having integrity, facing challenges
- The Boy Who Harnessed the Wind by William Kamkwamba & Bryan Mealer
 - Facing challenges, solving a problem, risk taking, overcoming adversity
- Sky Color by Peter H. Reynolds
 - Solving a problem
- The Book With No Pictures by B.J. Novak
 - Making mistakes

Books, Books, and More Books

- The Dot by Peter H. Reynolds
 - Seeing your potential, finding value in oneself
- The Hugging Tree by Jill Neimark
 - Facing challenges, perseverance & determination, overcoming adversity
- What Do You Do With a Problem? by Kobi Yamada
 - Facing challenges, solving a problem
- Zero by Kathryn Otoshi
 - Finding value in oneself
- The Marvelous Thing That Came From a Spring by Gilbert Ford
 - Being curious, risk taking
- Six Dots by Jen Bryant
 - Facing challenges, risk taking, solving a problem, overcoming adversity

Books, Books, and More Books

- Regina's Big Mistake by Marissa Moss
 - Making mistakes, seeing your potential
- Different is Awesome by Ryan Haack
 - Facing challenges, overcoming adversity
- I Dissent: Ruth Bader Ginsburg Makes Her Mark by Debbie Levy
 - Facing challenges, standing up for oneself, perseverance & determination
- What Do You Do With an Idea? by Kobi Yamada
 - Risk taking
- Ada's Ideas: The Story of Ada Lovelace, the World's First Computer Programmer by Fiona Robinson
 - Being curious, facing challenges, solving a problem, overcoming adversity

Books, Books, and More Books

- The Book of Mistakes by Corinna Luyken
 - Making mistakes, solving a problem
- After the Fall: How Humpty Dumpty Got Back Up Again by Dan Santat
 - Perseverance & determination, facing challenges, overcoming adversity
- A Splash of Red: The Life and Art of Horace Pippin by Jen Bryant
 - Having a passion, determination & perseverance, overcoming adversity
- The Boy Who Loved Math: The Improbable Life of Paul Erdos by Deborah Heiligman
 - Having a passion, not fitting in
- The OK Book by Amy Krouse Rosenthal & Tom Lichtenheld
 - Finding value in oneself

Books, Books, and More Books

- Spork by Kyo Maclear
 - Not fitting in, finding value in oneself, seeing your potential
- Stuck by Oliver Jeffers
 - Solving a problem, perseverance & determination
- The World is Not a Rectangle: A Portrait of Architect Zaha Hadid by Jeanette Winter
 - Overcoming adversity, risk taking, having a passion, perseverance & determination
- She Persisted by Chelsea Clinton
 - Facing challenges, overcoming adversity, perseverance & determination
- Thanks For the Feedback I Think by Julia Cook
 - Finding value in oneself, seeing your potential

Books, Books, and More Books

- What Do You Do With a Chance? by Kobi Yamada
 - Risk taking, facing challenges
- I am Enough by Grace Byers
 - Finding value in oneself, seeing your potential
- Shaking Things Up: 14 Young Women Who Changed the World by Susan Hood
 - Risk taking, perseverance & determination, overcoming adversity
- Not Your Typical Dragon by Dan Bar-el
 - Not fitting in, finding value in oneself
- Mr. Ferris and His Wheel by Kathryn Gibbs Davis
 - Perseverance and determination
- The Invisible Boy by Trudy Ludwig
 - Finding value in oneself, seeing your potential

Books, Books, and More Books

- The Curious Garden by Peter Brown
 - Having a passion, Being curious
- Anything Is Possible by Giulia Belloni
 - Perseverance & determination, overcoming adversity
- Nadia: The Girl Who Couldn't Sit Still by Karlin Gray
 - Perseverance & determination
- A Perfectly Messed-up Story by Patrick McDonnell
 - Facing challenges, perseverance & determination
- Rosie Revere, Engineer by Andrea Beaty
 - Having a passion, being curious, making mistakes
- Ada Twist, Scientist by Andrea Beaty
 - Being curious, having a passion

Books, Books, and More Books

- Iggy Peck, Architect by Andrea Beaty
 - Having a passion, being curious, solving a problem
- Red: A Crayon's Story by Michael Hall
 - Finding value in oneself, not fitting in, seeing your potential
- Beautiful Oops! by Barney Saltzberg
 - Making mistakes, seeing your potential
- Wilma Jean the Worry Machine by Julia Cook
 - Making mistakes, overcoming adversity, facing challenges
- We're All Wonders by R. J. Palacio
 - Not fitting in, finding value in oneself
- You! by Sandra Magsamen
 - Finding value in oneself, seeing your potential

Lessons and Activities: The Boy Who Loved Math

How My Parents See Me

How My Teachers See Me

How My Friends See Me

How My Pet Sees Me

How I See Myself

How I Really Am

Lessons and Activities: I Dissent

Role-Playing Card #1 This situation deals with prejudice and discrimination. The accusation is irrational. What can be said to a person who is acting this way?

Teacher—What's wrong with you? Why do you have braces?

Student 2-- _____

Student 3(bystander)- _____

Teacher—People with braces need to stay out of my way!! I don't have to deal with students like you!!

Student 2-- _____

Student 3 (bystander)- _____

As a group, answer the questions.

1. At what point would it be necessary to walk away from this confrontation?
2. At what point would it be necessary to get assistance from an adult?
3. What should these students say the next time they see each other?

Role-Playing Card #2 Read the situation and write up answers. A student didn't catch a ball and the team lost the game. One student is very angry and yells at the one who dropped the ball. How will the ball dropper address this? How will a bystander address this?

Student 1—YOU JUST LOST THE GAME!!!! How could you be so stupid???

Student 2-- _____

Student 3 (bystander)- _____

Student 1 (says something else that's mean.)

Student 2-- _____

Student 3 (bystander)- _____

Student 2-- _____

Student 3 (bystander)- _____

As a group, answer the questions.

1. At what point would it be necessary to walk away from this confrontation?
2. At what point would it be necessary to get assistance from an adult?
3. What should these students say the next time they see each other?

Lessons and Activities: Mr. Ferris

*Today, we are going to read a story about perseverance, grit, and what it takes to achieve great things. Sometimes, when we work on things, we face challenges. Those challenges can come from other people, or they can just happen along the way. Give me a thumbs up if you agree with the following statements, a thumbs sideways if you sort of agree, or a thumbs down if you disagree:

1. One person can invent something amazing.
2. Some projects require a lot of work and each part has to be as close to perfect as possible.
3. You should believe in your own ideas even when other people don't.

*Read *Mr. Ferris and His Wheel*. Discuss the book as you go.

- a. Why did the judges reject all of the ideas at first? There were no original ideas. What does it take to have an original idea? Why was it important to have an idea like no one else's?
- b. For the ferris wheel, the design took a lot of time and had to be close to perfect. Explain what could happen if their calculations were off by even an inch.
- c. Where did Ferris get the money for his bold invention? Why? (he believed in his idea even though others did not...)
- d. How do you think that people felt going up in the Ferris wheel for the first time?

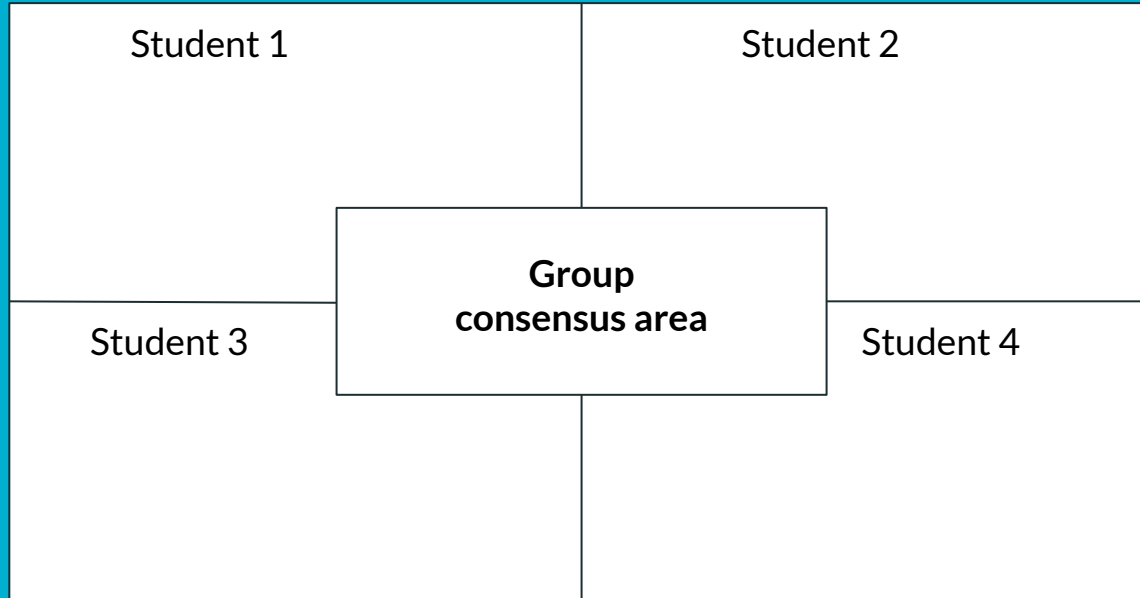
*To review this lesson, students will participate in a Merry Go Round-Up. Students are first asked to line up shoulder to shoulder. Once this is done, divide that line in half. Half of the students form a circle facing outward. The other half of the class then wraps around those students, facing inward. Each student on the outside ring is facing a partner on the inner ring. The teacher poses a question for the whole class and facing student partners answer the question to one another. When discussion is completed, the teacher asks students of the inner or outer group to rotate clockwise one notch. Now the outer and inner students are facing new partners. The teacher poses a new question, students answer, and the activity continues in like fashion until the questions have all been addressed. Suggested questions are as follows:

1. What were some challenges that Mr. Ferris faced and how did he overcome them?
2. What would have happened if he had given up? Has there ever been a time in your life that you wanted to give up, but didn't? What were the results?
3. What can you learn from Mr. Ferris and his wheel?
4. Has anyone ever made you feel weird or bad for having an idea that was unusual? How did you react?
5. Is it okay to have unusual ideas? What would happen if none of us were original thinkers?
6. In the end, do you think that Mr. Ferris was happy with his creation? What lesson does that teach us?

*Give me a thumbs up if you agree with the following statements, a thumbs sideways if you sort of agree, or a thumbs down if you disagree:

1. I can make a difference in the world.
2. It is worth it to put effort into my ideas, even if they are different and unusual.
3. Some things I do are going to take a lot of work to get right.

Sharing Board



- Split into small groups (no more than 4 students)
- Decide on question, concept, or problem
- Distribute chart paper
- Paper needs to be large enough that all members have access at same time
- Students silently write for a set time
- Students consider each other's ideas
- Agree on a group response and record in the center space

From "Cultivating Classroom Conversation" by C. Taibbi & B. Iseminger

ABC Brainstorming

- Goal is to list as many words, phrases, ideas that relate to the class topic
- Can be done individually, pairs, small groups, or whole class (each child gets assigned one letter)
- Discussion becomes a part of the experience when students share their responses, comparing & contrasting ideas

From “Cultivating Classroom Conversation” by C. Taibbi & B. Iseminger

A-	N-
B-	O-
C-	P-
D-	Q-
E-	R-
F-	S-
G-	T-
H-	U-
I-	V-
J-	W-
K-	X-
L-	Y-
M-	Z-

Four Corners

From “Cultivating Classroom Conversation” by C. Taibbi & B. Iseminger

- Whole class discussion technique allowing students the opportunity to make up their own minds about an issue/topic while also sharing their thoughts with others
- Teacher creates question or statement in which there could be several degrees of agreement/disagreement
- Organize the room so that each corner is labeled/designated: strongly agree, agree, disagree, strongly disagree
- Share the question or statement, allowing think time, before instructing students to move to the appropriate corner
- Students can discuss why they chose the corner they did within the small group or with the whole class