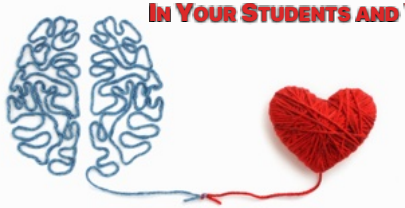
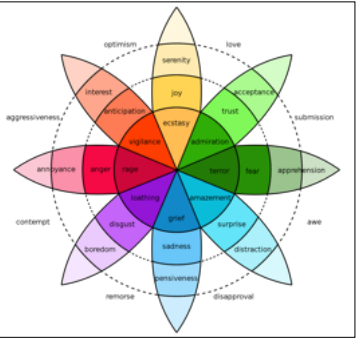
Classroom Strategies to Engage Thinking and Feeling
In Your Students and YOU!



Brian Housand

WHAT ARE YOU FEELING RIGHT NOW?



How do we meet the COGNITIVE and AFFECTIVE needs of gifted kids?

NESTLÉ'S
Quik
CHOCOLATE FLAVOR
&
easy

THE FAST AND THE CURIOUS

Smart

Creative people discover and realize their visions over time and through dedicated, protracted struggle.
-Ed Catmull

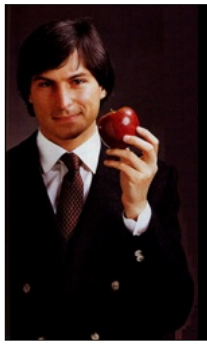
DIFFIFERENTIATING FOR THE

EVALUATION
SYNTHESIS
ANALYSIS
APPLICATION
COMPREHENSION
KNOWLEDGE

EVALUATION
SYNTHESIS
ANALYSIS
APPLICATION
COMPREHENSION
KNOWLEDGE

EVALUATION	SYNTHESIZE
SYNTHESIS	EVALUATE
ANALYSIS	ANALYZE
APPLICATION	APPLY
COMPREHENSION	COMPREHEND
KNOWLEDGE	REMEMBER

EVALUATION	SYCREATEZE
SYNTHESIS	EVALUATE
ANALYSIS	ANALYZE
APPLICATION	APPLY
COMPREHENSION	COMPREHEND
KNOWLEDGE	REMEMBER



***CREATIVITY* is just connecting things.**

When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while.

That's because they were able to connect experiences they've had and

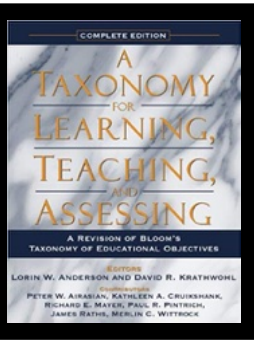
SYNTHESIZE *new* things.

- Steve Jobs, 1996

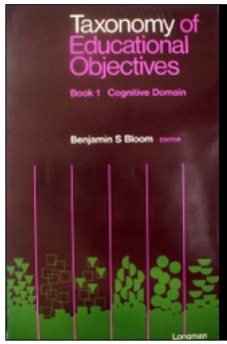
brianhousand.com

ChatGPT

If your students can Google™ CHAT GPT the answer you may be asking the **WRONG** questions.

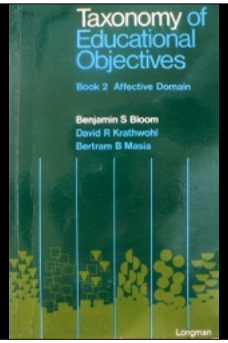


CREATE
EVALUATE
ANALYZE
APPLY
COMPREHEND
REMEMBER



Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *The Taxonomy of educational objectives, handbook I: The Cognitive domain*. New York: David McKay Co., Inc.

DIFFIFERENTIATING FOR THE ❤️



RECEIVING

I am passively paying attention and am aware of the information being presented but not interacting with it.

RESPONDING

RECEIVING

I am actively participating in the learning process. I am reacting to the information or with others.

VALUING

RESPONDING

RECEIVING

I see worth in this experience, object, or piece of information. I am involved or committed to the learning.

ORGANIZATION

VALUING

RESPONDING

RECEIVING

I am determining how and where this fits with my other values and beliefs or how this might change my thinking.

CHARACTERIZATION BY VALUE

ORGANIZATION

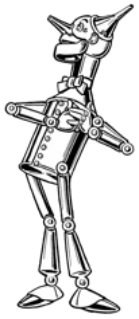
VALUING

RESPONDING

RECEIVING

I am internalizing the learning as a new value and acting consistently with what I have learned.

"I shall take the heart,"
returned the Tin Woodsman;
"for brains do not make one happy,
and happiness is the best thing
in the world."



L. Frank Baum
The Wonderful Wizard of Oz

YOU ARE WHAT YOU LOVE

I WANNA BE DEFINED BY
THE THINGS THAT I *LOVE*
NOT THE THINGS I HATE
NOT THE THINGS I'M AFRAID OF...
OR THE THINGS THAT HAUNT ME
IN THE MIDDLE OF THE NIGHT
I, I JUST THINK THAT
YOU ARE WHAT YOU *LOVE*.

TAYLOR SWIFT

Gifted 360

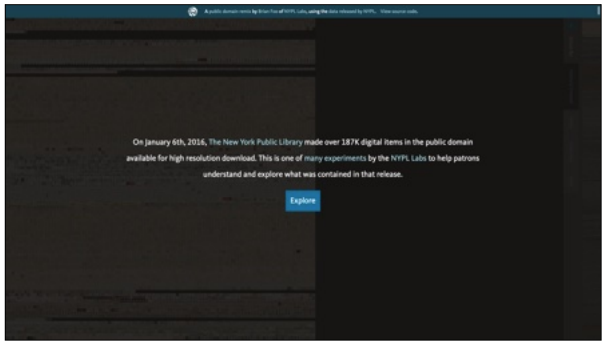
INCREASING STUDENT ENGAGEMENT

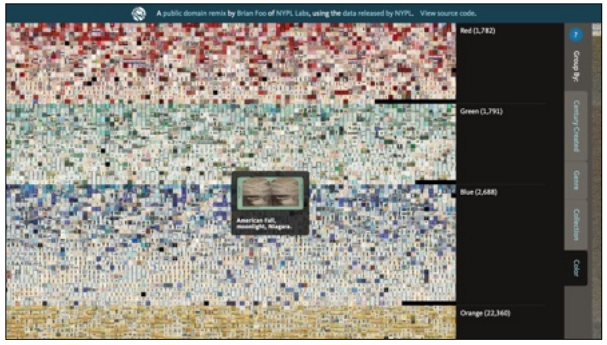
WITH
CHOICES
CREATIVITY
COMPLEXITY
AND CURIOSITY

Gifted 360
INCREASING STUDENT ENGAGEMENT
WITH CHOICES, CREATIVITY, COMPLEXITY, AND CURIOSITY
Gifted 360
DESIGNING PERSONALIZED LEARNING EXPERIENCES
Gifted 360
Untitled
developing creative talents in your students and you

PAY ATTENTION
TO WHAT YOU
PAY ATTENTION TO

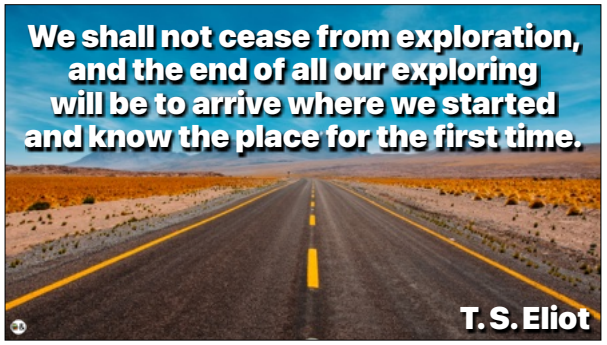
Curiosity
COLORING


On January 6th, 2016, The New York Public Library made over 187K digital items in the public domain
available for high resolution download. This is one of many experiments by the NYPL Labs to help patrons
understand and explore what was contained in that release.
Explore

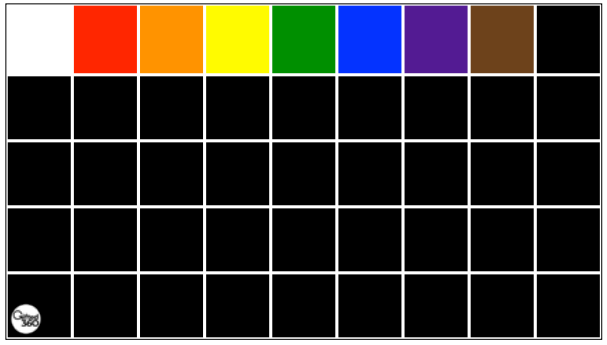


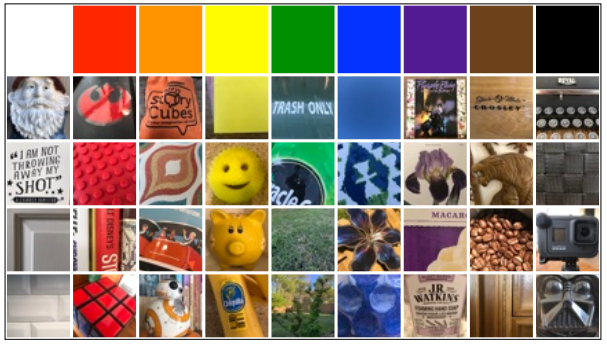
WHAT MIGHT EVERYDAY STUFF LOOK LIKE IF WE SORTED IT BY COLOR?

sorted by color

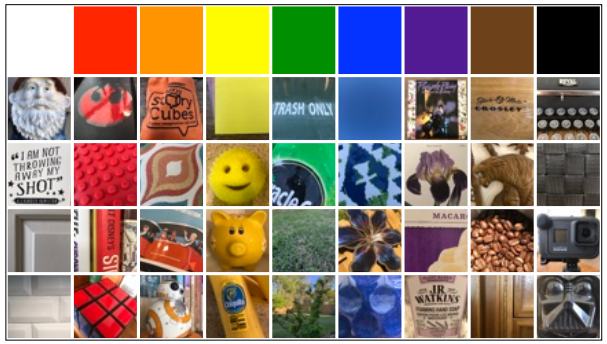

We shall not cease from exploration,
and the end of all our exploring
will be to arrive where we started
and know the place for the first time.
T. S. Eliot

COLORING
CURIOSITY





1	5	9	13	17	21	25	29	33
2	6	10	14	18	22	26	30	34
3	7	11	15	19	23	27	31	35
4	8	12	16	20	24	28	32	36



Get to know you activity!

The ULTIMATE Interest-A-Lyzer!

Create a color palette for a fictional character.

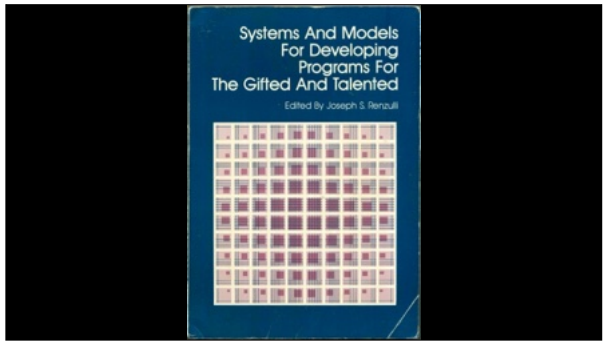
Create a color palette for a historical figure or event.

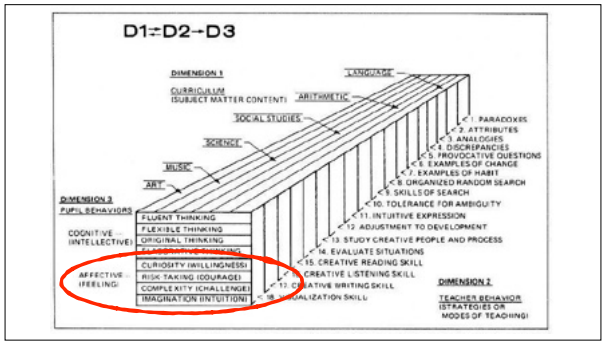
Create a color palette using only ONE color.

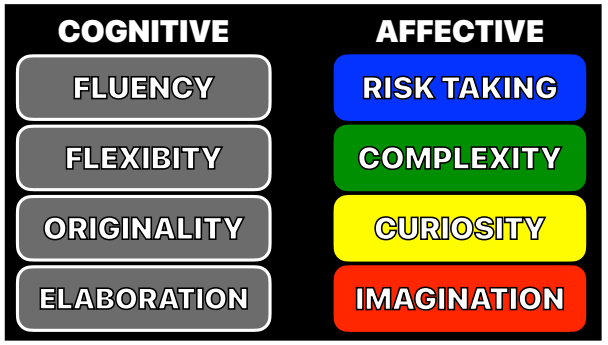
HEY!!!
What about me!

DIFFIFERENTIATING
FOR COURAGE

DIFFIFERENTIATING
FOR THE


Systems And Models
For Developing
Programs For
The Gifted And Talented
Edited By Joseph S. Renzulli


D1=D2→D3
DIMENSION 1
CURRICULUM
(SUBJECT MATTER CONTENT)
LANGUAGE
ARITHMETIC
SOCIAL STUDIES
SCIENCE
MUSIC
ART
1. PARADOXES
2. ATTRIBUTES
3. ANALOGIES
4. DISCREPANCIES
5. PROVOCATIVE QUESTIONS
6. EXAMPLES OF CHANGE
7. EXAMPLES OF HABIT
8. ORGANIZED RANDOM SEARCH
9. SKILLS OF SEARCH
10. TOLERANCE FOR AMBIGUITY
11. INTUITIVE EXPRESSION
12. ADJUSTMENT TO DEVELOPMENT
13. STUDY CREATIVE PEOPLE AND PROCESS
14. EVALUATE SITUATIONS
15. CREATIVE READING SKILL
CREATIVE LISTENING SKILL
CREATIVE WRITING SKILL
VISUALIZATION SKILL
DIMENSION 3
PUPIL BEHAVIORS
COGNITIVE
(INTELLECTIVE)
FLUENT THINKING
FLEXIBLE THINKING
ORIGINAL THINKING
CURIOSITY (WILLINGNESS)
AFFECTIVE
(FEELING)
RISK TAKING (COURAGE)
COMPLEXITY (CHALLENGE)
IMAGINATION (INTUITION)
DIMENSION 2
TEACHER BEHAVIOR
(STRATEGIES OR
MODES OF TEACHING)


COGNITIVE
AFFECTIVE
FLUENCY
FLEXIBITY
ORIGINALITY
ELABORATION
RISK TAKING
COMPLEXITY
CURIOSITY
IMAGINATION

RISK TAKING

COMPLEXITY

CURIOSITY

IMAGINATION

RISK TAKING

COMPLEXITY

CURIOSITY

IMAGINATION

To have *COURAGE* to —

- Expose oneself to failure or criticisms
- To take a guess
- Function under conditions devoid of structure
- Defend own ideas

RISK TAKING

MAKE THIS PART OF WHAT YOU ASSESS!

To have *COURAGE* to —

- Expose oneself to failure or criticisms
- To take a guess
- Function under conditions devoid of structure
- Defend own ideas

It is not the strongest that survives,
Nor the most intelligent….
It is the one that is most
ADAPTABLE TO CHANGE.
Those that have learned to
COLLABORATE
and *IMPROVISE* will prevail.

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COLLABORATE
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How ***NOT*** to form groups.

1. Write each student's name on an index card.
2. Deal the cards into 4 equal piles according to student ability (High, Medium High, Medium Low, and Low)
3. Choose one card from each pile.

When I die,

When I die, I want
the people I did
group projects with

When I die, I want
the people I did
group projects with
to lower me into
my grave

When I die, I want
the people I did
group projects with
to lower me into
my grave so they
can let me down

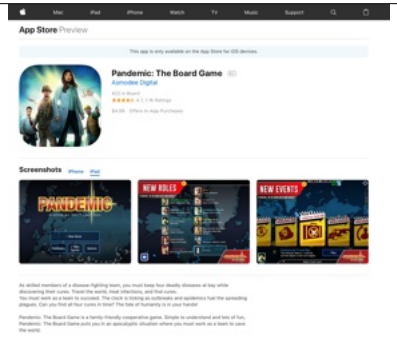
When I die, I want
the people I did
group projects with
to lower me into
my grave so they
can let me down
one last time.

INTERDEPENDENCE

E. Paul Torrance

COLLABORATION VS. COOPERATION

PLAY CO-OP GAMES



RISK TAKING

MAKE THIS PART OF WHAT YOU ASSESS!

To have *COURAGE* to —

- Expose oneself to failure or criticisms
- To take a guess
- Function under conditions devoid of structure
- Defend own ideas

RISK TAKING

COMPLEXITY

CURIOSITY

IMAGINATION

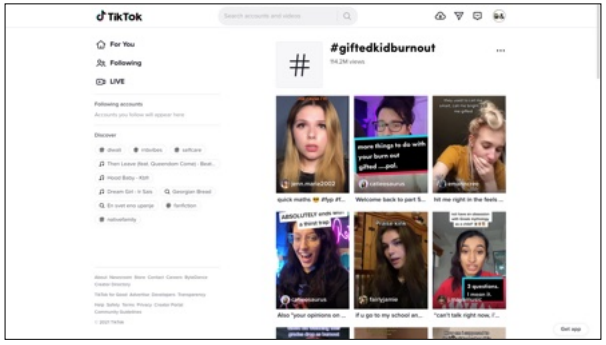
To be *CHALLENGED* to -

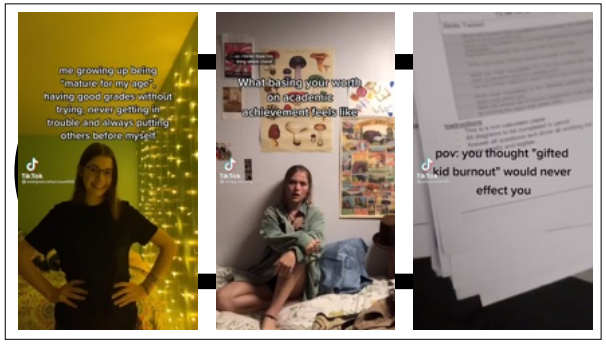
- Seek many alternatives
- See gaps between how things are how they could be
- Bring order out of chaos
- Delve into intricate problems or ideas

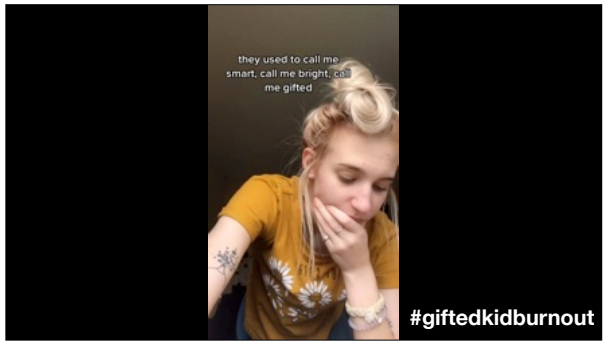
8 GREAT GRIPES

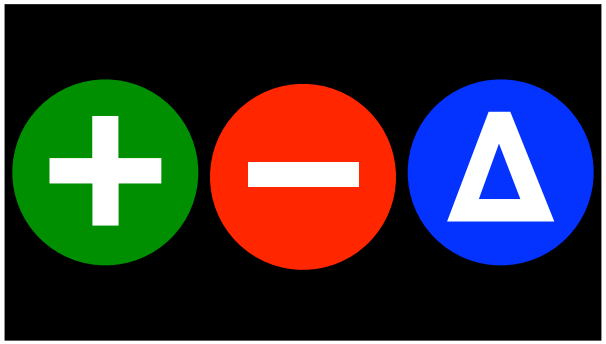
1. No one explains what being gifted is all about -- it's kept a big secret.
2. The stuff we do in school is too easy, and it's boring.
3. Parents, teachers and friends expect us to be perfect, to "do our best" all the time.
4. Kids often tease us about being smart.
5. Friends who really understand us are few and far between.
6. We feel too different and wish people would accept us for what we are.
7. We feel overwhelmed by the number of things we can do in life.
8. We worry a lot about world problems and feel helpless to do anything about them.

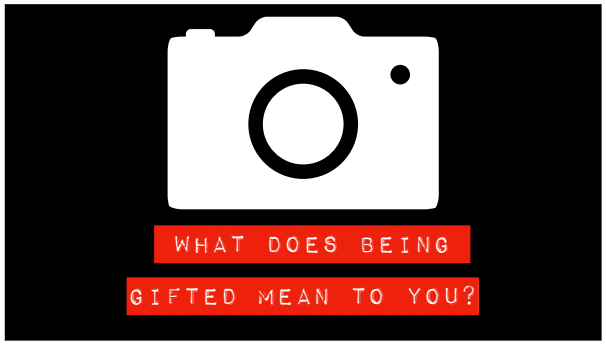
GIFTED KID BURNOUT
B I N G O
losing interest and quitting anything that doesn't come easily to you
fear of not living up to potential
thinking you're better than everyone else despite having nothing to show for it
refusing to ask for help
existential anxiety
Same Ta think
always looking for a new form of escapism
interest in psychology
need for constant validation
easily bored
very critical of gov't
@angstyfairy
FREE SPACE!
thinking you're destined for greatness
nonexistent motivation
issues w/ authority
always tired
reads wikipedia articles in free time
not trying in school/work cuz u think the work is pointless
always making excuses
trust issues
need for instant gratification
risk taking behavior


TikTok
For You
Following
LIVE
#giftedkidburnout
194.2M views


me growing up being "mature for my age", having good grades without trying, never getting in trouble and always putting others before myself
What basing your worth on academic achievement feels like
pov: you thought "gifted kid burnout" would never effect you


they used to call me smart, call me bright, call me gifted
#giftedkidburnout




WHAT DOES BEING
GIFTED MEAN TO YOU?

RISK TAKING

COMPLEXITY

CURIOSITY

IMAGINATION

To be *WILLING* to -

- Be inquisitive and wonder
- Toy with an idea
- Be open to puzzling situations
- Ponder the mystery of things
- To follow a particular hunch just to see what will happen

RISK TAKING

COMPLEXITY

CURIOSITY

IMAGINATION

To have the *POWER* to -

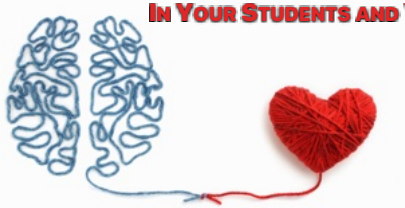
- Visualize and build mental images
- Dream about things that have never happened
- Feel intuitively
- Reach beyond sensual or real boundaries

WHAT IF...

	SELF AWARENESS	SELF MANAGEMENT	RESPONSIBLE DECISION MAKING	RELATIONSHIP SKILLS	SOCIAL AWARENESS
RISK TAKING	✓	✓	✓		
COMPLEXITY	✓			✓	✓
CURIOSITY	✓			✓	✓
IMAGINATION			✓	✓	

Classroom Strategies to Engage Thinking and Feeling

In Your Students and YOU!



Brian Housand