

What makes a child gifted and talented isn't always good grades in school, but a different way of looking at the world and learning.

IN Focus

GIFTEDNESS!

The National Association of Gifted Children (NAGC) defines “**Gifted individuals**’ as - “...those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason & learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains.”

Most gifted kids go through school ‘undiscovered’. Albert Einstein remained one of the ‘hidden gifted’ throughout school as the characteristics defining giftedness did not encompass either his style of learning nor his areas of giftedness.

To be classified as **gifted**, most education departments required children to have an **IQ score at or above 130 on a standardised test (qualitative & formal)** administered by a psychologist. However, a child could be classified as being **mildly gifted** with an IQ score of 115-129.

Giftedness in schools refers to a *child's ability to develop significantly ahead of their peers in one or more areas* - academic areas, practical skills, retention & recall, outstanding levels of aptitude or competence in one/more domains, typically well above his/her biological age and grade.

Giftedness is *NOT a guarantee of success*; but a potential for it. “Education must be personalised to the needs, interests and abilities of every gifted child. **Gifted Education** is about providing the appropriate level of challenge and support to help gifted children thrive.” (Carol Fertig) Such education should tap into their extraordinary potential to shape a better future not just for themselves but for all. As educators, we must know how to recognise giftedness, and know how to nurture & cultivate it in our classrooms.

WONDER WORDS

GIFTED: A **gifted** person is one with heightened intelligence, skills and capability to perform at higher levels compared to others of the same age, experience, and environment in one or more domains.

GENIUS: Walter Isaacson, biographer of many well-known geniuses, explains that although high intelligence may be a prerequisite, the most common trait that actually defines a **genius** may be the extraordinary ability to apply creativity and imaginative thinking to almost any situation.

PRODIGY: A **prodigy** is someone who is so naturally talented at something that they become a master of that particular skill as a child — you can be a musical prodigy or a math prodigy. *Mozart was one, writing symphonies and playing for kings when he was only five years old.*

INTELLIGENT: A person who is clever, alert, quick-witted, mentally keen, quick and successful in coping with new situations & solving problems is defined as **intelligent**. S/he can assemble things fast & has a native ability or aptness.

MASTERMIND: A **mastermind** is a brilliant thinker with original ideas. *One might be a chess mastermind or a criminal mastermind!* Good Masterminds create a vision for the future - they gather and organise information, develop strategies to achieve their goals with a rare gift for looking at almost anything and seeing how it can be improved.

“Gifted students represent a vital resource that has unlimited potential. We need to make sure that these exceptional young people have the support and services they need to be successful.”

— Chuck Grassly

QED Talk

NEP Focus on **GIFTEDNESS**

... a second-time QED Expert!

MR. SRIDHAR RAJAGOPALAN

Co-founder & Chief Learning Officer - Educational Initiatives (Ei), (ASSET & Mindspark); co-founder Eklavya School Ahmedabad, member of various central+state government committees related to education, committee member - model rules for the RTE-Gujarat; member-NCERT's National Expert Group on Assessment in Elementary Education (NEGAE), trustee of Pratham-Gujarat; key contributor to Competency Based Assessment (CBSE).



■ You mention that the concept of ‘Giftedness’ is very close to your heart...how so?

So, when we were in school, there was something called, NTSE and even before NTSE, there was something called the JSTS (Junior Science Talent Search). I was there in some of those. The sad thing was that they took the test and, NTSE just gave you a scholarship. In JSTS, they actually took us for a one week or small kind of workshop. Just a certificate is absolutely the wrong thing to do because the important thing is to nurture giftedness. It is only in the last 10 or 15 years, that there has been work to systematically identify the gifted.

The whole philosophy that a lot of people think that gifted students will take care of themselves is ill-founded. Most educators think, “I have to look after the average and the weak, *gifted ka kya dekhna hai*, they’ll take care of themselves.” That’s absolutely incorrect. That is why I am so interested in this - to create more awareness and opportunity for this nurturing. The basic philosophy that **investing in the gifted is a return for society**, something that we saw very early.

Since you know about the early years of Ei, you may recall that Vishnu Agnihotri used to be a part of Ei, and for many years he headed our gifted program. We had (and still do), the Asset Talent Search (ATS), which we used to run with the Duke University's Talent Identification Program (Duke TIP) - one of America's oldest programs for giftedness/talent identification. It was a program that provided educational opportunities for gifted students in grades 4–12. We were never in competition with them - we ran our own program (India is so huge). But Duke pulled out of India, around 2015 or - in fact, they didn't just stop their India presence - their entire operations was permanently ended in 2020 due to the COVID-19 pandemic. Vishnu, who used to run our *Asset Summer Program* then started this company called **Genwise - an organisation that has mentors from diverse disciplines who have been running specialized programs for gifted students for nearly a decade**. **GenWise also** works on mentoring teachers to bring deep conceptual learning and project-based learning into school classrooms. So that's how at Ei we started our own. That's why this was something that has always been close to my heart.

■ What exactly is Giftedness? How is it identified? Is it different from Talent & Nerddiness, or is there an overlap?

So **Giftedness** is the exceptional, above average ability of a child in a particular subject domain or domains, which are way above grade level. There's a definite overlap. If you go back 120 years, the concept of IQ came in. But what was shown is that IQ missed a lot of very, very ‘good’ people. That's problem number one. And problem two, the IQ of the population has kept increasing over time. This is called the Flynn effect. The third problem with IQ is there are language dependency. So whenever they do this for certain races and certain type of people who may not be so familiar with the language, they find that there are cultural biases. So today IQ is not considered a good method to identify giftedness.

On the one hand, every child is unique, right? When we ran the Eklavya School in Ahmedabad, the goal of the school was not to build leaders or some great people, but that each child already has some greatness in him or her, and the role of the school is to help the child discover that. So, by that approach, every child is gifted. Someone might be really good in music, someone may be really good in communicating with people - now, we don't have a course on communicating with people which allows us to benchmark and say, “Ah, this person is gifted in this.”

If we take the base that okay - all the students are studying all these subjects at a particular level, then the largest method of measuring **giftedness** nowadays is to **basically try and assess and identify the students at the top 1 or 2% of that particular endeavour**. This has worked well and in fact most US universities also use this method. One of the signs of gifted students is that they are way beyond their peers. What we & most large Univ that assess it do, is we pick up the top 10% from a general group and then give them a ‘higher level’ test. This was

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Gifted students, by their very advanced cognitive abilities and intensity of feelings, deal with issues about self and others in ways that are different from those of the general population and therefore require specialised understanding.

- Nicholas & Gary

what John Hopkins discovered by accident, because they didn't have any tests. They had the SAT test, which was a Grade 10 test. They gave that and they found one of the characteristics was that, Gifted kids who were in grade six or seven or eight were actually doing much better in the SAT test than the students were actually at the great 10. So you use a higher level test and you systematically take the top 10% among that top 10% and that's how you get the top 1% or 1.5% percent to identify the really gifted students. So that is the *technical* way that you define giftedness and that works for these sectors where you're able to do these kinds of assessments.

And going back to the terms you asked about , I would use **Talent as a synonym for Giftedness**. Duke University calls it the *Talent Identification Program*. John Hopkins calls it the *Center for Talented Youth*, but in the field and in research in their own Universities, they are called **Gifted Education Departments**.

■ **Are schools able to 'see' their kids 'beyond' their initial assumptions and interpretations? How can educationists identify a 'gifted' child in their classroom; assuming 'gifted children' are not the typical intelligent, high scoring class rankers.**

The proper identification is important. We when we do these assessments, we find that the students who typically come at the top are not often not the gifted ones, or let's say that there isn't a hundred percent correlation between the gifted students & students who would seem to be the top of the traditional school test and the traditional school exam.

With our typical school syllabi and typical exams that rely a lot on standardised Qs, some kids who do well in that, but then there are other kids who are able to do well when you, when you frame the problem in a different way. They can connect things across different fields. It could be English and Maths, or Maths and Music - they come up with some really creative ideas and things.

Here, I would like to mention the **Renzulli's three ring model**, which is one of the most, the **strongest research in giftedness**.

- The first is the **above average performance**. That is the obvious part.
- The second is **creativity**. They say that gifted people look at problems in a different way, they come up with creative solutions. **They are out-of-the-box thinkers**.
- And the third very, very important thing is **task commitment**, which is almost like a developed characteristic, though they have some of it already. It is not that every time gifted people try something and they are great at it. It's often trial and failure. You know, they get stuck, then they persist. That **ability to persist** is what they call task commitment.

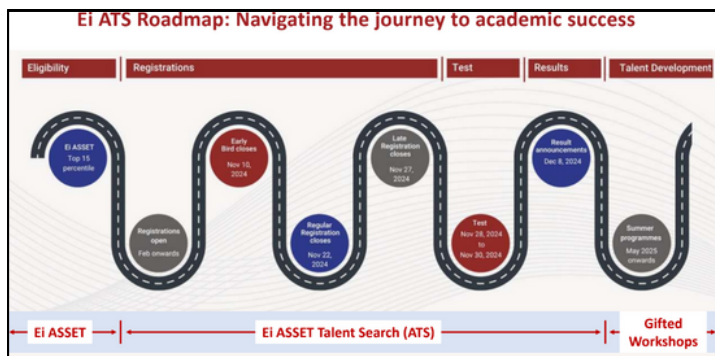
So overlap of these three - above average ability, creativity, and the task commitment is giftedness, and this also explains why **giftedness has to be nurtured**.

■ **Do 'gifted' children face challenges? Are they, in a sense, 'differently abled'?**

I started off by saying that it is assumed that gifted kids will take care of themselves. But the fact is very different. A lot of **gifted children have corresponding areas where they need support**. Like some gifted children are socially very good, but many gifted children are not. Many gifted children tend to not be able to connect with peers their age. Also remember that gifted children are often **gifted in one dimension**. I may have a gifted child who is socially very adept and I might have another child who is socially very inept, but he's very good at something, it may be mathematics, but it may also be his deep passion for coral reefs or a topic like that. And that's the whole point. **There's a whole range**. And that what makes it so challenging for a teacher, s/he will wonder - how can I know all these fields? How do I know if this child will also have some habits which I cannot handle or tackle in the class? Some of the best education systems try and identify what is the support that this child needs - it could be reading support or exposure to something. Many schools segregate them into different sections - but it's better **not to separate the gifted children into another class in a permanent kind of way**. They may be given pockets of time to be exposed to higher order thinking & gifted peers, but not 24x7.



While many people these days have their own systematic way of identifying giftedness. After the series of systematic tests and assessment to identify the top 1-1.5% of gifted students, they would do better with such programmes and there are many organisations that provide this platform; our own Ei Asset Summer Programme - which we usually hold at Manipal Institute. And then there are the ones abroad - which students can avail like the ones mentioned here (<https://ats.ei.study/summer-institute.php>) :



Nurturing abilities requires providing the right kind of opportunities. Out of school experiences, such as residential summer programs and online math circles are critical. Many of the required opportunities cannot be provided in a school. Residential programs are especially effective because of the intensive experience and the community experience over a period of 3 weeks. **The opportunities provided should have the following characteristics-**

- interesting and challenging tasks and projects to engage gifted students and build their competence (academic enrichment)
- working with peers who have similar abilities and interests
- expert subject mentors who are able to provide guidance and inspiration
- activities that build psychosocial skills in a fun way- sport, music, treks, theatre etc.

So giftedness, as I understand, can be developed - it isn't just an innate, inborn gift?

Interesting that you brought this up. Certainly there is the basic genetics that cannot be ignored but you know, even if a person is say identified as gifted, but not given the right exposure, opportunity & environment to thrive in - giftedness can die out. **Nurturing giftedness has to be handled by parents, schools and the community at large.** You must have heard about the Polgar sisters, especially Judit Polgar:

What can schools do?

The basic process is that schools must attempt to identify where children have a special need, that is point number one. And like I said, special need could be on any dimension. Secondly, the attempt to identify giftedness as the unique ability. Grades 4 to 8 is the best time to identify giftedness. And grades, 8 to 10 or 12 is the best time to nurture that giftedness. The third thing is to try and find mentors. It's usually in partnership with parents. Sometimes it is the parents of that child. Sometimes it's the parents of a group of children who are kind of showing these characteristics, often in adjacent classes. Try and find resources that can support these kids, which is very challenging because you have to support them in their area of giftedness & NEP 2020 has also put focus on it. But a systematic approach can help.

Your final words.....

I think that all of us have both an *ability* and a *responsibility* to recognize the importance of **giftedness**. And to focus on systematically helping to identify and support such kids. The biggest support for such kids is to get to *interact with other such kids*. And the interesting part is that I might be passionate about math, another kid may be passionate about language, but they are able to connect simply because of this kind of a **passion** that they have and they even find it **synergistic**. Hence to give them that opportunity. The last point that I mentioned (at the beginning also), that one of the reasons we do this at Ei is because we think that this is what society needs. Why is America an **innovation-based culture**, because they have been systematically identifying and nurturing giftedness for over 40 years. Duke University & Harvard have a tie up and all the 50 USA states are covered by them.

The effort to **systematically identify kids in India**, I feel has **even more potential here**. So, that is an endeavor for society as a whole. If we can do it right, it can help us increase living standards and quality of life for everyone, not just for the gifted children. ***

FOR TEACHERS

Teaching Gifted Kids in Today's Classroom: *Strategies and Techniques Every Teacher Can Use*

- by **Angela Di Michele Lalor**

This book is an essential guide for the new generation of educators - for meeting the learning needs of gifted students in mixed-ability classrooms, seamlessly and effectively with minimal preparation time. Included are proven, practical, classroom-tested strategies and step-by-step instructions for how to use them. It also provides information on using technology for accelerated learning, managing cluster grouping, improving assessments, boosting critical & creative thinking skills, and addressing gifted kids with special needs.



FOR PARENTS

Parenting Gifted Kids

- by **Dr James Delisle**

This book provides parents with a humorous, engaging & encouraging look at raising gifted children today - practical, down-to-earth advice that will prod parents to reexamine the ways they perceive and relate to their children. There are *10 tips for parents of gifted children*—ideas that reflect attitude and approach leading to introspection & change, rather than quick, do-it-tonight solutions.

It addresses - understanding giftedness, working with school systems, dealing with perfectionism, being adult role-models for children, stories from gifted children and their parents to provide insights into their lives.

UNDERSTANDING THE CATEGORIES OF GIFTEDNESS

Giftedness is averaged to make up *less than 5%* of the general population, and within that small number, there are subclassifications: *mild, moderate, high, exceptional and profound* giftedness. The latter three types make up only a very small portion of that less than 5%. This article features highlights from a *National Association for Gifted Children (NAGC)* article, authored by *Betts, G. & Neihart M.* The aim is **not** to offer 'labels', rather to *understand giftedness and the personality types*.

When speaking about CHILDREN, '**gifted children**' are usually discussed as an *undifferentiated group*. When they are differentiated, it tends to be on the basis of *differences in intellectual abilities, talents, or interests* rather than from a total point of view in terms of *behavior, feelings, and needs*. The need of the hour is to *increase awareness among educators and parents of differences among gifted children* and to provide some criteria for identifying gifted children, which can then be used to develop *appropriate educational goals* for them.

Personality is the *result of life experiences and genetic makeup*. All gifted children are not affected by their special abilities in the same way. Gifted children interact with and are influenced by their families, their education, their relationships, and their personal development. (*Strang, 1962*) It is essential to remember that *"A child is a total entity; a combination of many characteristics. Emotions cannot be treated separately from intellectual awareness or physical development; all intertwine and influence each other."* (Roeper, 1982, p. 21).

Giftedness should **not** be defined by separate categories ; every aspect of personality and development influences and interacts with every other aspect. Also, students *should not be labeled by any one of the suggested categories*. They are merely for understanding - the behavior, feelings, and needs of gifted and talented children change frequently when they are young, but as years pass there will be fewer abrupt changes and they may settle into one or two profile areas.

- **The SUCCESSFUL:** 90% of identified gifted students in schools belong to this category. These kids have '*learned the system*' - they have listened to their parents and teachers and got a pulse of how to 'manage / sell / get going'. They learn well, score exceeding well even in intelligence tests and rarely exhibit behavior problems because they are eager for approval from teachers, parents and other adults; *they believe 'they will make it on their own.'*

But these kids *become bored with school and learn to use the system in order to get by with as little effort as possible*. Rather than pursue their own interests and goals in school, they tend to go through the motions of schooling, seeking structure and direction from instructors. They are *dependent upon parents and teachers*. They fail to learn needed skills and attitudes for autonomy. They are *not aware that they have deficiencies* because of the reinforcement they receive from adults who are pleased with their academic achievement. They may be underachievers in college and later adulthood. They *don't possess the necessary skills, concepts, and attitudes necessary for life-long learning*. They are *well adjusted to society* but *not fully ready* for the ever-changing challenges of life.

- **The CHALLENGING:** These kids are the *divergently* gifted. Many schools fail to recognise them due to their divergent behaviour and needs. They *possess a high degree of creativity* and *may appear to be obstinate, tactless, or sarcastic*. They often *question authority* and may *challenge* the teacher in front of the class. They *do not conform to the system*, and they have not learned to use it to their advantage. They receive little recognition and few rewards or honors. Their interactions at school & home often have conflict.



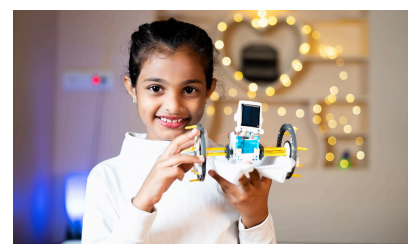
These children feel frustrated because the *school system may not have identified nor affirmed their talents and abilities*. They are struggling with their self-esteem. They may or may not feel included in the social group. They may be **“at risk”** as eventual dropouts for undesirable addiction or delinquent behaviour, if appropriate interventions are not made by middle school.

- **The UNDERGROUND:** These are *typically middle school girls, although boys may also* want to *hide their giftedness*. If a *gifted boy* goes underground, it tends to happen later, in high school, and typically in response to the pressure to participate in athletics. According to Kerr (1985), the underground gifted girls' *belonging needs rise dramatically* in middle school. They begin to deny their talent in order to feel more included with a non-gifted peer group. Students who are highly motivated and intensely interested in academic or creative pursuits *may undergo an apparently sudden radical transformation, losing all interest in previous passions, frequently feeling insecure and anxious*. Their changing needs are often in conflict with the expectations of teachers and parents. All too often, adults react to them in ways that only increase their resistance and denial, because of being 'pushed' by adults. They can *benefit a lot from being accepted as they are* at the time.



Although the 'underground gifted' should not be permitted to just give up on all projects or extra classes, *teachers & parents must jointly explore other ways & techniques for meeting their academic needs, during this transition*. Challenging them when they are resistant may alienate them from those who can help address their needs and long-term goals.

- **The DROP-OUT:** The frequently gifted children who were identified very late, perhaps not until high school; although occasionally there may be an elementary student who attends school sporadically or only on certain days. Such kids have in essence *“dropped out”* emotionally and mentally if not physically. They have *interests that lie outside the realm of the regular school curriculum* and they *fail to receive support and affirmation for their talent and interest* in these unusual areas. School seems irrelevant and perhaps hostile to them - so, *they are angry with adults and with themselves* because the system has not met their needs for many years and they feel rejected. Their self-esteem is very low, and *they require a close working relationship with an adult they can trust*. *Family counseling & individual counseling*; even Diagnostic testing may be necessary to identify possible areas for remediation.
- **The DOUBLE-LABELED:** These gifted children are *physically or emotionally handicapped in some way*, or who have LDs. The vast majority of gifted *programs do not identify these children*, nor offer differentiated programming that addresses and integrates their special needs. They often do not exhibit behaviors that schools look for in the gifted. They may have sloppy handwriting or disruptive behaviors that make it difficult for them to complete work, and they often seem confused about their inability to perform school tasks. They show symptoms of stress; they may feel discouraged, frustrated, rejected, helpless, or isolated. Traditionally, these students are *either ignored because they are perceived as average or referred for remedial assistance*. Schools tend to focus on their weaknesses whereas *what is really needed is to nurture their strengths or talents*. They deny that they are having difficulty by claiming that activities/HW are “boring” or “stupid.” Some use their humour to demean others to bolster their own lagging self-esteem. They urgently want to avoid failures and are unhappy about not living up to their own expectations. *They may be very skilled at intellectualization as a means of coping with their feelings of inadequacy*.
- **The AUTONOMOUS LEARNER:** Few gifted children demonstrate the 'autonomous learner' style at a very early age and alert parents may see evidence of the style at home. These students have learned to work effectively in the school system and have learned to use the system to create new opportunities for themselves. *They do not work for the system; they make the system work for them*. They are independent and self-directed, & feel secure designing their own educational and personal goals. They have a strong sense of personal power.



These indicative categories can be *used by educators* to cater to gifted children (& youth in general) and about the *differentiated social and emotional needs of the specified types* in particular. They can also be used as a teaching tool in order to expand students' awareness and understanding and the impact it has on their learning and relationships. ***



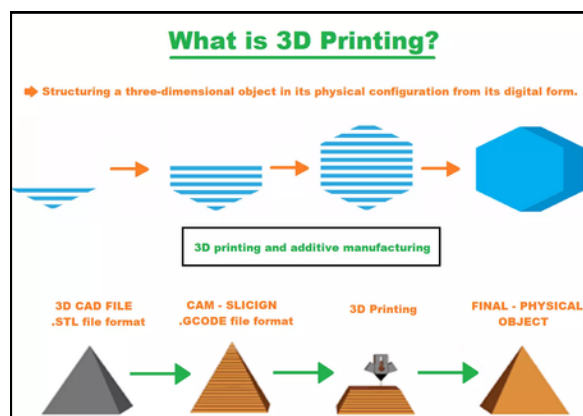
3D PRINTING IN EDUCATION

Earlier this month, when Bhavna and I visited a school that has successfully implemented *Thematic Units with Cross-curricular Integration*, we noticed that the school had recently invested in a **3D Printer** to help students create evidences of learning for the showcasing. **3D Printers are now in education!**

3D Printing (or *Additive Manufacturing*) is a process of making *three dimensional objects from a digital file*. The creation of a 3D printed object is achieved using *additive process* - in which an object is created by *laying down successive layers of material* until the object is created. Each of these layers can be seen as a thinly

sliced cross-section of the object. This technology is the opposite of subtractive manufacturing which is cutting out / hollowing out a block of material. The Printer *creates 3-dimensional objects* under computer control, by *layering materials* like plastics, composites, or bio-materials, to create 3D objects that range in shape, size, rigidity, and colour. Compared to traditional subtractive techniques, 3D printing offers immense design flexibility, reduced waste, and the ability to produce complex geometries. So, **how does a 3D Printer work?**

- **3D Model Design** - The process begins with creating a 3D model of the object using computer-aided design (CAD) software. The model is sliced into layers.
- **Machine Preparation** - The 3D printer is loaded with the required raw materials like plastic filament, resin, metal powder etc. based on the printing technology used.
- **Printing Materials** - Unlike inkjet and laser printers, a 3D printer does not use liquid ink or solid powder. It deposits layers of molten plastic, metal wire, or powder and fuses them with the existing structure using adhesives or ultraviolet light.
- **Layer-by-Layer Printing** - The 3D printer deposits & fuses together material layer-by-layer as per the design file. The *build platform* lowers & the process is repeated till the object is done.
- **Post-Processing** - Printed objects may require additional steps like cleaning, smoothing, baking, and polishing. Support structures are removed.
- **Quality Checks** - Printed objects are checked for dimensional accuracy and compliance with design specifications. Defects may require re-printing.
- **Application** - The final 3D printed part can then be put to functional use or for other applications like prototyping, education, art and so on.
- **Materials** - A range of materials are used for 3D printing including plastics like ABS, PLA, nylon, photopolymers, metals including titanium, aluminium, steel, gold, silver, alloys, ceramics, paper, wax, and even food materials like chocolate.
- **New materials development** - is also an active area of innovation.

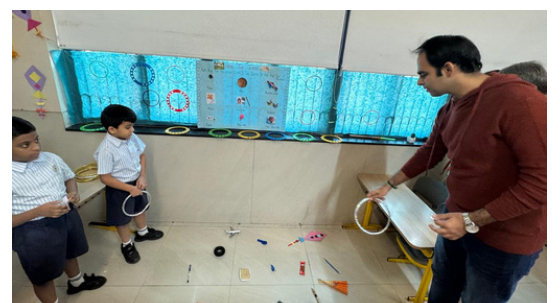
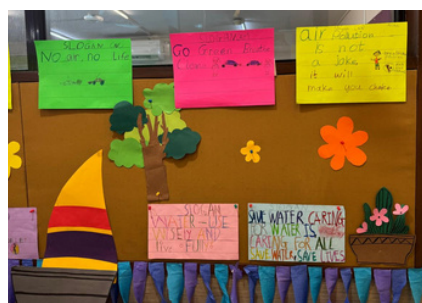


How does 3D Printing 'fit' into education? With everything sounding so technical and fit for an industrial process, one would wonder how this found place within schools & education spaces. However, 3D printing HAS become a **popular and essential tool in the learning process**. It teaches students about *three dimensions, geometry, math skills such as fractions or decimals, design concepts, and more such subjects*. Also, as students get into **STEM** (Science Technology Engineering Math) classes and learn about 3D design, there is a wonderful opportunity and scope for their learning how to design models and use 3D printers to make prototypes!

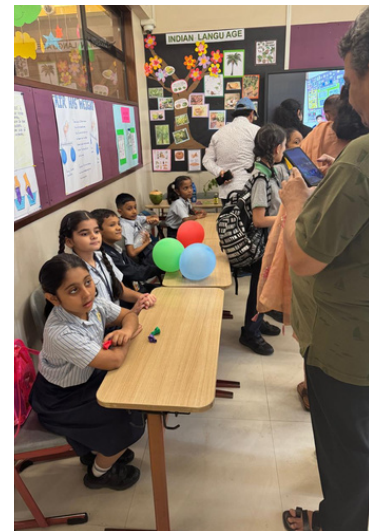
3D printed objects can foster School & Higher education student's creativity through **learning by doing** with their own hands; it also helps them develop **manual dexterity** while teaching them how to use tools correctly. For Example - *Engineering design students can print out prototypes, Architecture students can print out 3D models of designs, History classes can print out historical artifacts, Graphic Design students can print out 3D versions of their artwork, Geography students can print out topography, demographic, or population maps, Culinary students can create moulds for food products, Automotive students can print out replacement parts or modified examples of existing parts for testing, Chemistry students can print out 3D models of molecules, Biology students can print out cells, viruses, organs, and other critical biological artifacts, Math students can print out 'problems' to solve in their own learning spaces (from scale models to city infrastructural design challenges)*! The **makerspace** is not a new concept, but as *educators embrace "making," with 3D printers*, students can find new outlets for their creativity and ingenuity at school. **To know more about 3D Printing**, do visit - <https://3dprinting.com/3d-printing-use-cases/3d-printing-in-education/> ***

CULMINATION OF THEMATIC UNITS

December-January are months packed with events for schools - sports day, annual concert, fairs & galas, to name a few. **Team QEDRAK** recently visited JML School Mumbai, where there is successful ongoing implementation of *Integrated Curriculum* through *Thematic Units*. The school had arranged for *Thematic Unit (TU) showcasing* for parents and peers to coincide with their Founders Day week! We were welcomed with an infective and amazing, festive, colourful, joyous mood and look of the school. Grade 1 & 2 students showcased their learning of the TU : **SAVE BLUE, GO GREEN**, and Grade 5 showcased **SYMPHONY OF SYSTEMS**. If we were to *write* about them - this newsletter would run into pages & pages! Here is a *photo walk-through* of the wondrous time we had! The student performances were commendable!



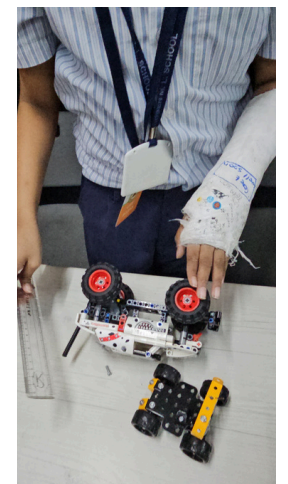
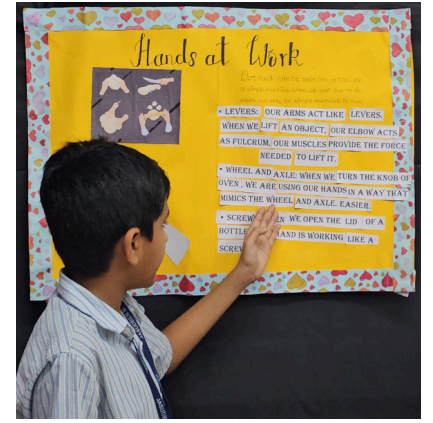
CULMINATION OF THEMATIC UNITS



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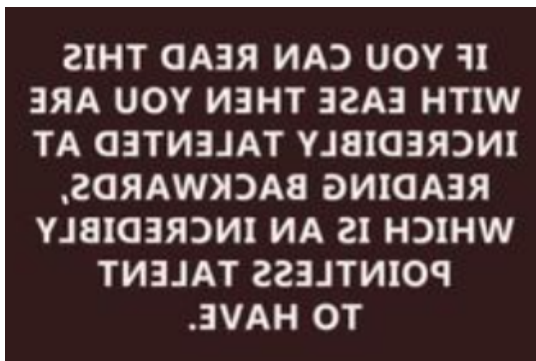
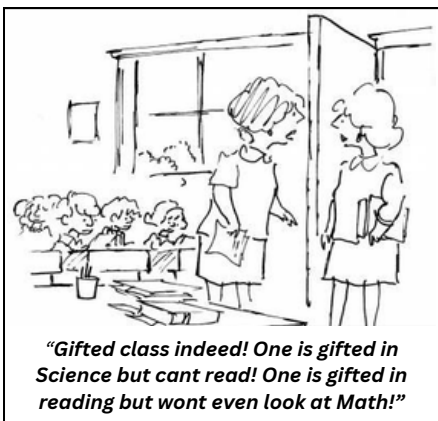
Grade 5



One of the lesser-known identifiers for **Giftedness** is **humour**. The keen analytical and observational skills of the average gifted child create a plethora of opportunities for children to expand their thinking, leading to "...spontaneous mirth response and comprehension than the general population group." (Shade)

Gifted children can respond faster and with a more succinct answer than their peers. Because of their ability to react quickly and synthesize situations, gifted children are often seen as witty and as if they have a quip for everything. Along the same lines, sarcasm can be seen as a gifted indicator. With a focus on the sense of humor, quick wit, and sarcasm of the individual student, **educators can more effectively identify gifted and talented students**. When students are identified, they are more likely to be challenged in school and enjoy the process of learning, *so keep on laughing it up!*

RIB TICKLERS



The **January 2025** issue will focus on "**On-Board with Education Boards**". Please send your contributions of effective classroom strategies / humour / vocab. / featured articles / book titles, to - team@qedrak.com

QEDRAK

Parents

- INVOLVED PARENTING
- PARENTING- DEALING WITH EVERYDAY CHALLENGES
- UNDERSTANDING THE EDUCATION BOARDS IN INDIA
- RAISING DIGISAFE STUDENTS
- PARENTS' ROLE IN BUILDING SOCIO-EMOTIONAL QUOTIENT

Sessions for...

Students

- GOOD & ENDURING HABITS FOR KIDS (10+)
- 21ST CENTURY SKILLS TO SUCCEED
- STUDY SMART, NOT HARD
- BALANCING DIGITALISM
- CYBER SAFETY
- GOAL SETTING
- BLOG WRITING SKILLS
- CREATIVE WRITING
- HANDLING PUBERTY

Leaders

- UNDERSTANDING NEP '20, NCF '22, DNCF-SE '23
- BUILDING SCHOOL CLIMATE & CULTURE
- PREPARING FOR COMPETENCY BASED EDUCATION
- EFFECTIVE STAFF PERFORMANCE APPRAISAL
- & many more topics



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