



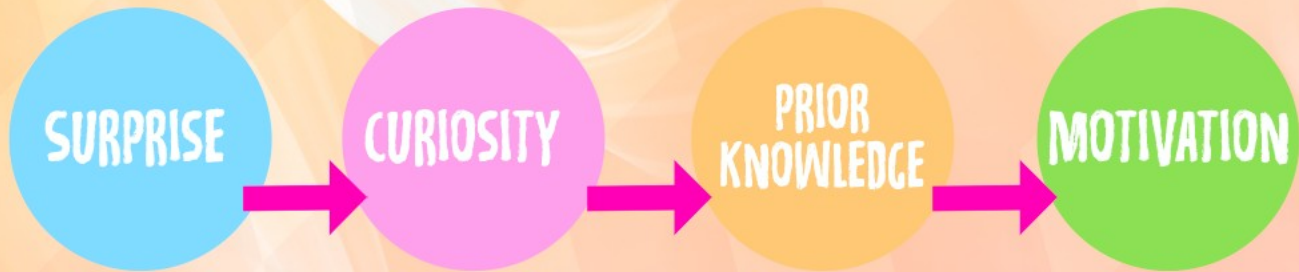
# Gifted students

## for Erasmus+

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## Mysterious words



**MECHANICAL / ROUTINE /  
REPETITIVE / COPYING /  
BORING**



**LACKING IN  
CHALLENGE  
AND EMOTION**



**LOSS OF  
INTEREST**



**QUIT!**

# The identikit:

Successful

No academic  
difficulties

Spotlight

A little clumsy

Leader

Mathematicians

Scientists

Males

"Nerds"

"Swots"

Freaks

Anything else?



# Gifted people:

Fast learning

Sensitive

Low frustration  
tolerance

Inquisitive

Perfectionist

Creative

high capacity for  
abstract thinking

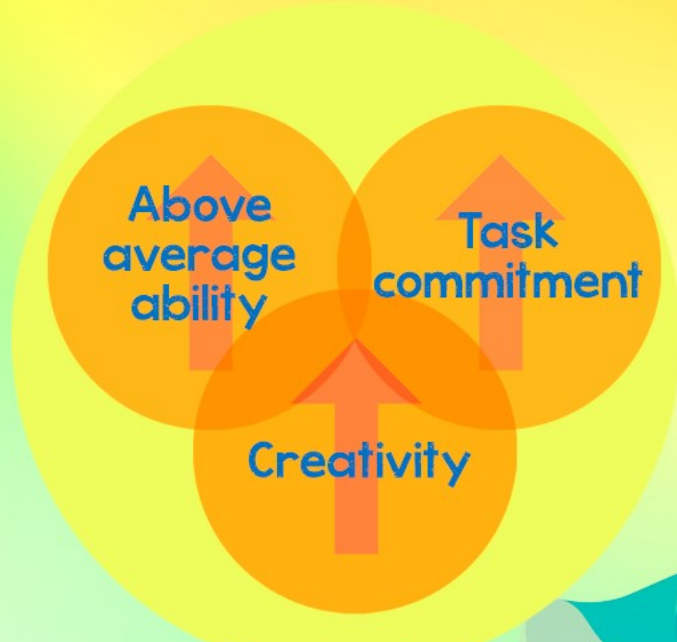
Righteous

Logical

Curious



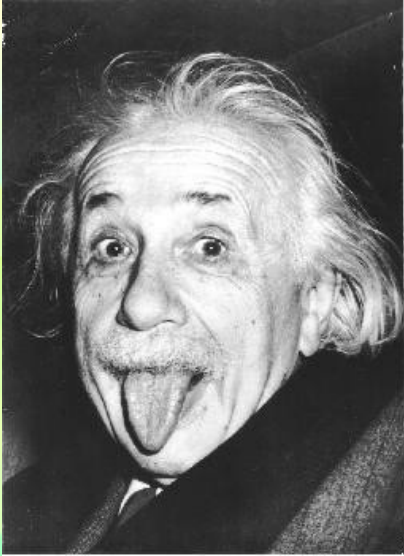
# Gifted behaviour (Renzulli y Mönsk)



+ Sociocultural context



# Twice exceptional



**Albert Einstein**  
*Scientist*  
Dyslexia

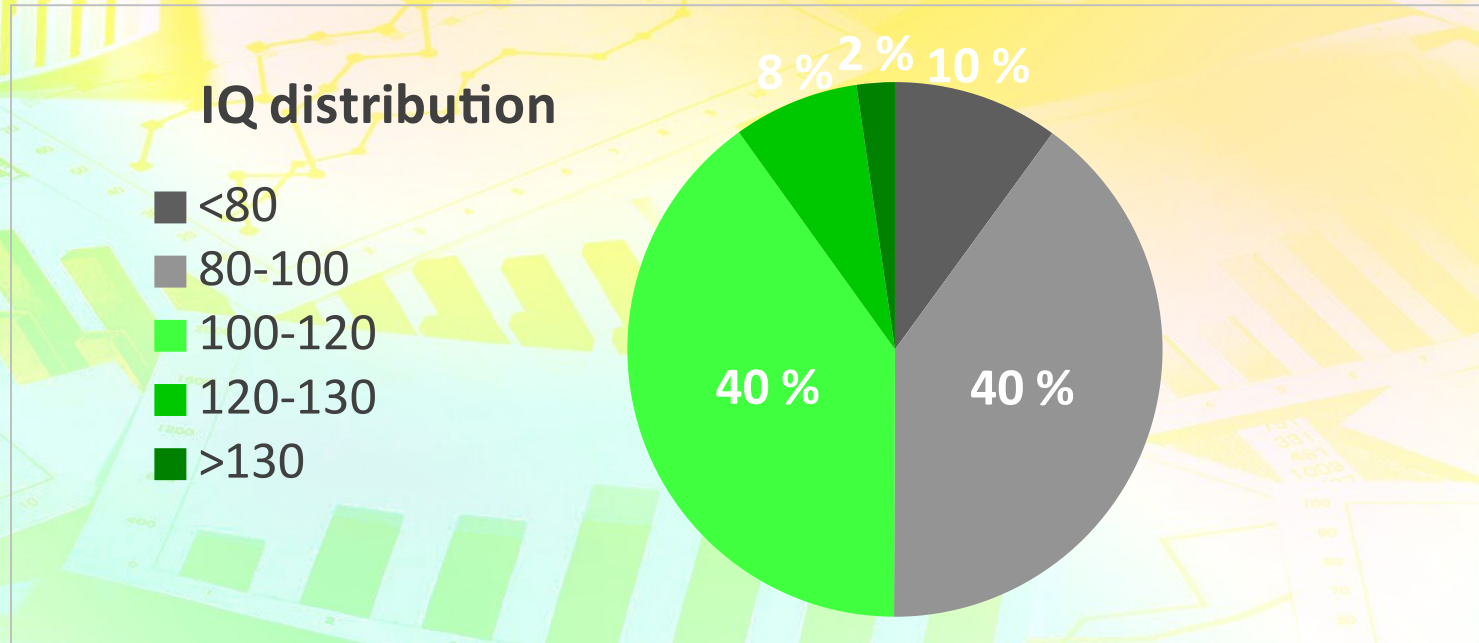


**Steven Spielberg**  
*Film director*  
Asperger syndrome



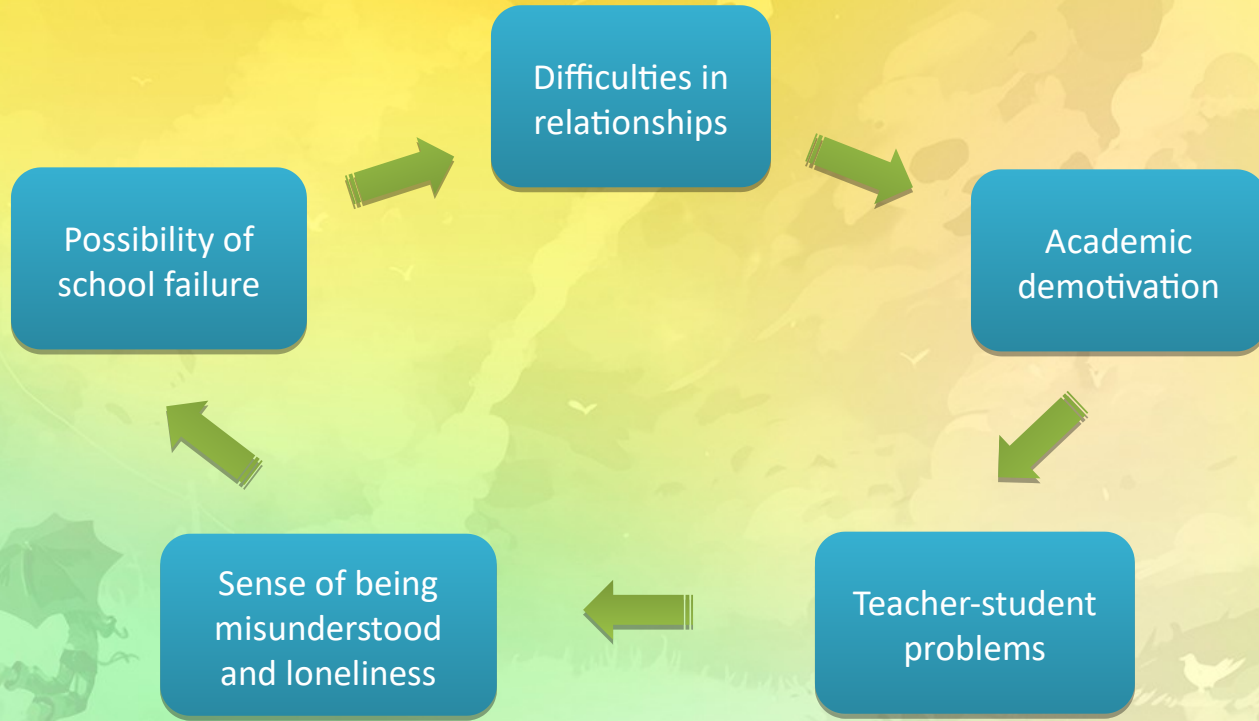
**Steve Jobs**  
*Apple founder*  
ADHD

# Should we hide their condition from them for a better inclusion?



10% of the population is gifted. 10% of students, too...

# Will it be successful in the future?





## Creative aspects

- Original ideas
- Need for experience
- Artistic sensitivity
- Tendency to look for alternatives
- Manipulate and combine objects and ideas
- Productive better than reproductive
- Flexibility
- Imagination and fantasy

# Dyssynchronies



# Complications

Hiding

Fear of failure

Boredom

Hyperresponsibility

Frustration

Vulnerability

**Labels**

stubborn, uncompromising,  
weirdos, nerds, etc.

**"Rebellion"**  
schedules, rules, restrictons

Misunderstood

Unrealistic goals

**Angry**  
about injustices

# Expansive drawing

CREATIVITY  
& AUTONOMY

limits

guide

useful  
ideas

application

mistakes

practice


confidence



**Highly gifted**  
**Transversality**  
**Coordination**  
**Distancing**




**Academic Talent**  
**little monitoring**  
**Deepening**  
**Wisdom**



**Artistic-figurative T.**  
**Figurative materials**  
**facilitate expression**  
**Disconnection**




**Creative talent**  
**Divergent responses**  
**Teamwork**  
**Challenge**



**Verbal talent**  
**Documentary research**  
**Verbal and written expression**  
**Chameleons**



**logical talent**  
**Enigmas, syllogisms and deductions**  
**Creative logic**  
**Cognitive rigidity**



**Mathematical talent**  
**Applied problems**  
**Creative logic**  
**Unbalance**

- ◆ **Motivate and involve**
- ◆ **Consider their exceptionality and differences**
- ◆ **Share their knowledge with partners. Mediator**
- ◆ **Identify strengths for developing their potential**
- ◆ **Identify weak spots, to compensate**
- ◆ **Communication teachers-families**
- ◆ **Deal with false expectations**
- ◆ **Explain the limitations of teachers**
- ◆ **Study skills**
- ◆ **Recognize their success in all subjects**
- ◆ **Handle frustration**
- ◆ **Develop tolerance**
- ◆ **Manage their sense of humor**

**Cognitive mediation**  
**Problem-based learning**  
**Project based learning**  
**Gamification**  
**Always ask them!**  
**Alternatives, not addition**

# **We have to avoid...**

**Giving more homework**

**Repeating and repeating exercises**

**Mechanical tasks**

**Using contents of higher grades**

**Evaluating only the result**

**Not considering the individuality of the student...**

**...or the classroom community**

# **We invite you to try...**

**Exhibitions**

**Research projects**

**Bibliographic and library searches**

**Affective communication**

**Individual time**

**Inventing exercises**

**“Emotional tools”**

**Manipulative resources**

**Webquest and treasure hunts**

**Hieroglyphs**



# **We invite you to try...**

**Let them organize their time and goals**

**Scientific method**

**Hear their interests**

**Real world applications**

**Let them decide**

**Evaluate the process and the result**

**PB learning. Gamification. board games...**

**"Corners" and common spaces**

**Creativity and free running activities**

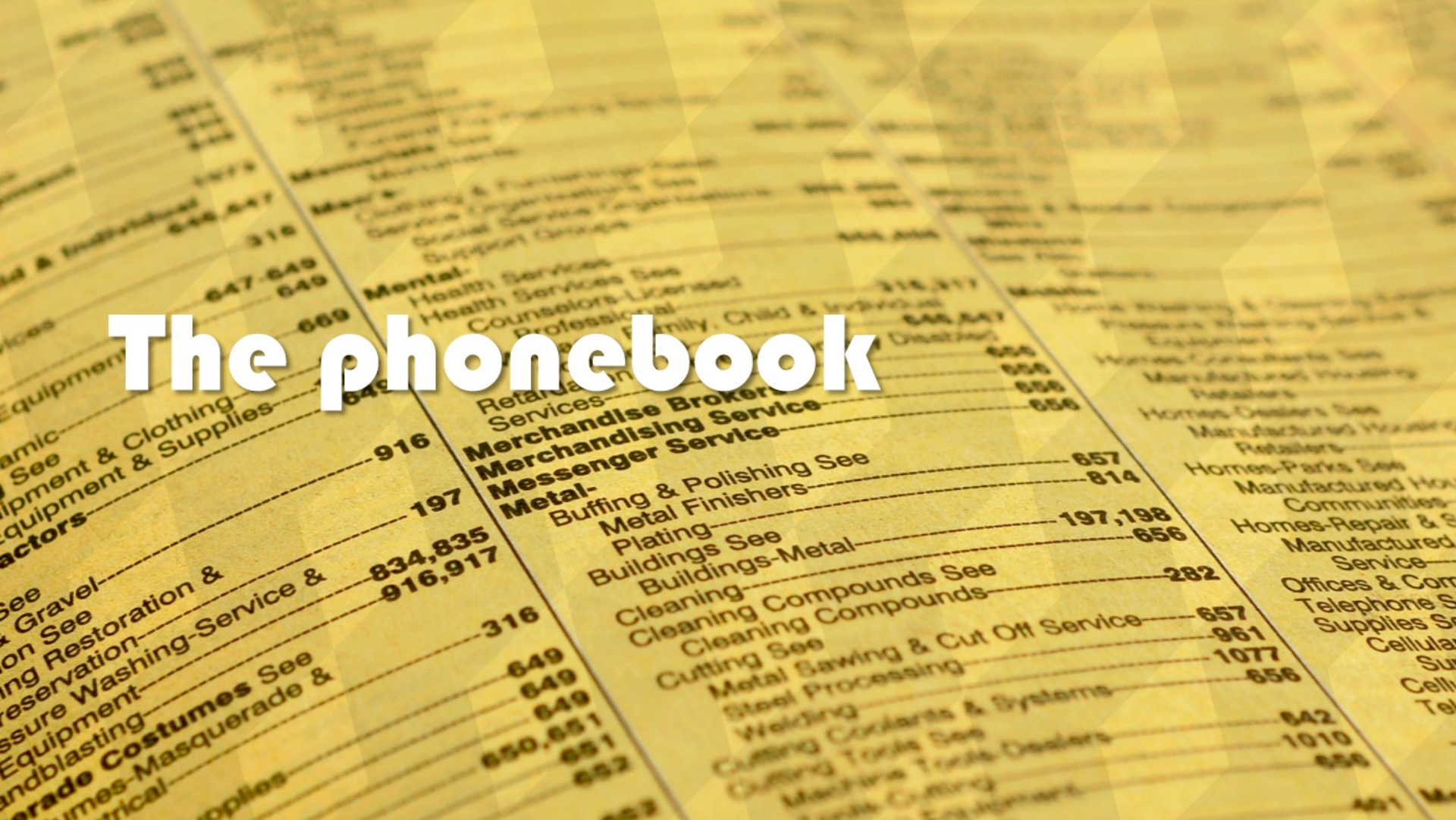


**a particular case**

**last night I dreamed...**



# The phonebook



**No judgments**



An open notebook with a grid pattern is placed on a wooden desk. The right page has handwritten notes in cursive. To the left of the notebook is a brown envelope with a white label, a white sticky note, and a white mug filled with coffee topped with a cookie. To the right is a Polaroid photo. At the bottom right, a red pencil is visible.

notes:

- legislation
- deepening
- exercises
- gamification

# Three curricular levels

- Below, average and above
- Accessible to all students
- Integrated into the curriculum
- Horizontal deepening, not vertical
- Connection between subjects





## The “24” levels

- Organise the teaching program in levels, depending on the content and its depth
- Start with identifying the prior knowledge of the student
- The student will be admitted to the appropriate level subject to the prior knowledge
- Compatible with the methodology of active and autonomous learning



# The flipped classroom

## At home

Study times  
Videos and other resources  
Gradual goals  
Clear and concise goals  
Teacher: Select and produce resources

## At class

Learning experiences  
Enrichment  
Group consolidation  
Teacher: solves doubts, guides, caters to diversity

## After class

Students' self-evaluation  
Questionnaires and reality checks  
Teacher: Clear and concise questions

A stylized, colorful map of a fantasy world. The map features a central river flowing through a large landmass, with several smaller islands and peninsulas. The land is depicted in shades of green and yellow, with various trees, bushes, and structures. A prominent castle with a flag is located on a small island in the upper left. A small boat is visible on the river. The map is set against a background of a green and blue checkered pattern.

# Treasure hunt

The background features a soft gradient from light green at the top to bright yellow at the bottom. Overlaid on this are several large, semi-transparent circles in various colors: teal, red, orange, and grey. Each circle contains a series of concentric rings and a small central dot, creating a ripple effect. The circles overlap each other, with some appearing in front of others.

# **Atlas of emotions**



# Playing to feel

(ikonikus y dixit)

# The mural that we take home



# the jars



Resilience  
"Crystallize"  
Compensate



# Draw until you lose your cool!



Expectations  
Cause/effect  
Goals



# Rage list





# Your perfect day



Expectations  
Cause/effect  
Goals

# Come to me...



Empatize  
Integration  
Provoke...






Full  
attention

# MINDFULNESS

John Kabat-Zin, 1979 (MBSR)



Acceptance



Present



Anchorage in  
**MINDFULNESS**  
to come back to the present



# Getting ready



Respectful  
posture



Get in tune  
with yourself



Visualize  
the exercise

**Çok teşekkür ederim!**  
**Thank you very much!**  
**¡Muchas gracias!**

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