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INTRODUCTION

This set of books has been compiled as a response to the needs of able learners for special provisions within their education, both at school and at home.

Developed over a course of two years in New Zealand, the ideas have been widely trialed and used with able students from six years to sixteen. They have been regarded as outstandingly useful for meeting the need for more open ended challenges, requiring divergency and creativity of thought. They have been used with students in towns, cities and in the country. They have been used through the New Zealand Correspondence School with able students in remote rural areas, far from schools.

Through the same organization they have been used with able students who, for various reasons, choose to study at home rather than at a school.

INTRODUCTION

The variety of ideas contained in this series allows for students of all interests and strengths. They range across the many subject areas of the school curriculum, whilst exploring ideas and activities not normally part of the core of such subjects.

Each page is a work sheet in itself and can be reproduced by photocopy or otherwise, for all the students of one teacher. Most pages, however, leave room for further exploration and follow-up of the topic raised. It is here the skills of the teacher of the able student can operate to extend these books into a full programme.



WHO ARE THE BOOKS FOR?

Frequently there are students present in a group who may not perform well in general work but who still may be high ability students. In addition to the high achievers, it is right to consider any students who exhibit any of the following behaviours as possible candidates for the use of this material;

- Students who show outstanding ability in only one or two subject areas.
- Students who show outstanding leadership.
- Students who seem lazy or bored.
- Students who are frequently disruptive, critical, cynical, derisive or anti-social.
- Students who perform only at an average level but who, through their spoken responses or other inputs, you feel may be much more able. (It is not uncommon for able students to hide their ability.)
- Students who may be identified as able by parents or peers. (You may use a sociogram technique such as asking a class to secretly write down the name of a person in the class they would most likely ask to help solve a maths problem, draw a picture, write a story, understand a difficult book or explore somewhere new.) Such simple strategies often yield startling revelations.