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# Impacting Our World: Student Projects Guided by the Triad Enrichment Model

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**“Activism and the Enrichment Triad  
Model”**







# Agenda:



- Introductions
- Overview discussion of the Triad Model
- Schoolwide examples
- Specific information about Activism including:
  - Process
  - How to involve and organize mentors
  - Templates for classroom use





# Introductions



**Dhara Baiden**

Dhara is a NBCT who has worked with middle school English students for 15 years. She loves integrating the arts in her classroom. She has traveled with student groups and has taught English in China, but also enjoys closer-to-home experiential learning opportunities for her students.



**Sara Newell**

Sara teaches 8th grade S.S. at the Townes Center. She also teaches graduate classes in gifted education at Furman University. She enjoys building engaging units of study with her students and then sharing what works with other teachers!



**Linda Reynolds**

Linda spent her first 20 years in education as a middle and high school English teacher. She currently works as the Gifted Program coordinator. She enjoys creating fun experiences for students.





"Bright kids go to school and never encounter anything that makes them extend effort. They grow up thinking being smart means they don't have to work very hard. The first time they encounter something difficult they think they are not smart enough."

-Sally Reis Renzulli





# **Discussion/Review Of the Renzulli Triad Model**





— The —  
Enrichment  
Triad Model

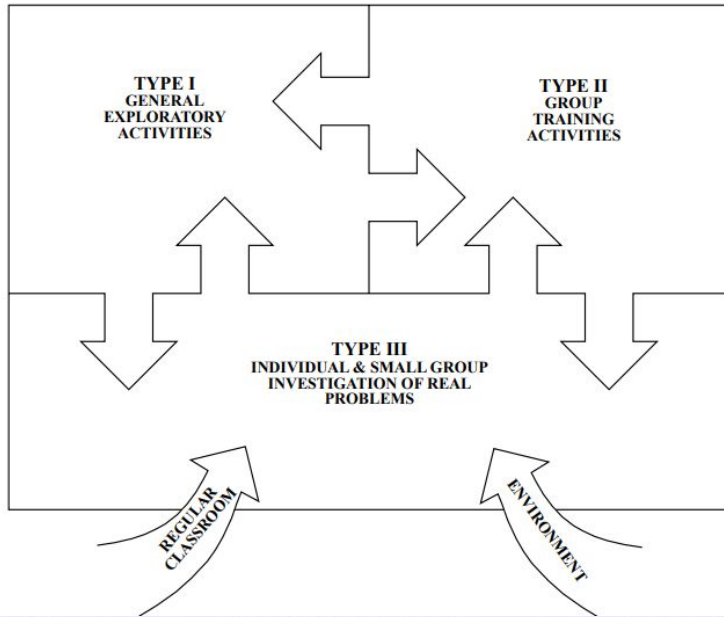




# The Enrichment Triad Model

Overview from the National Research Center on The Gifted and Talented

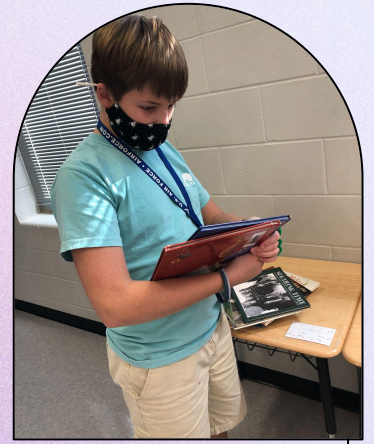
The Enrichment Triad Model was designed to encourage the creative productivity of young people by exposing them to various topics, areas of interest, and fields of study, and to further train them to *apply* advanced content, process-training skills, and methodology training to self-selected areas of interest. Accordingly, three types of enrichment are included in the Triad Model (see Figure 1).







# Goals of the Triad Model



The Triad Model is designed to encourage creative productivity on the part of young people by: (a) exposing them to various topics, areas of interest, and fields of study, (b) teaching them how to integrate advanced content, thinking skills, and investigative and creative problem solving methodology to self-selected areas of interest, and (c) and providing them with the opportunities, resources, and encouragement to apply these skills to self-selected problems and areas of interest.



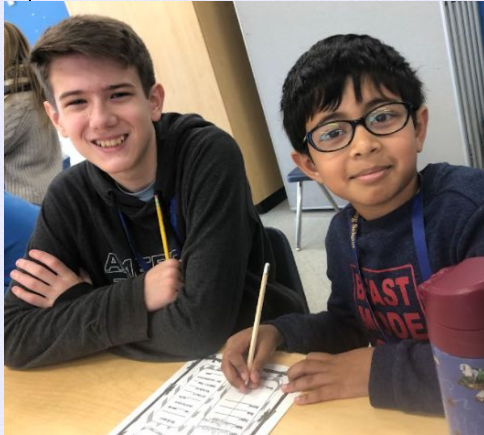




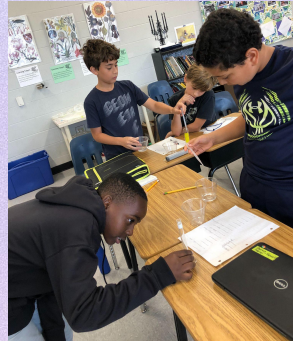
# Examples from throughout our program:



3rd Grade  
Curiosity Project



5th Grade  
Environmental Impact  
Project



7th Grade  
Activism







# 3rd Grade Curiosity Project

- Curiosity drives this project as students choose their topic and pursue their own learning as they develop skills in how to digest, organize, and synthesize information. The Curiosity Project hones time management skills along with the evaluation of available resources and information. This leads to problem-solving strategies while students carry out individualized learning.
- After their research, the 3rd graders write an essay with weekly guidance from an 8th grade mentor, and they also present their research to classmates and families in a format of their choice during a school showcase. They also take time to reflect on their learning.





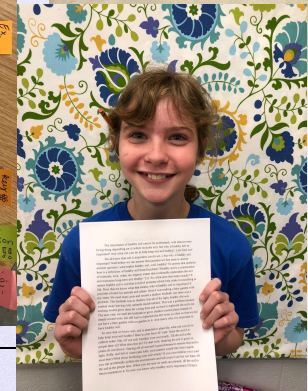
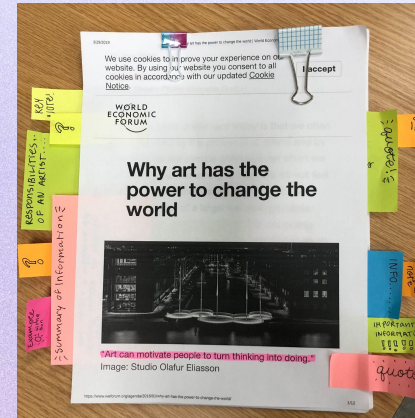
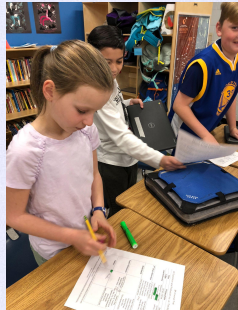


# 5th Grade Environmental Impact

Description: Students become an expert on an environmental topic of their choice. They research and create a podcast or an art or data visualization piece. They must utilize a variety of sources including at least one interview with an adult working in the field. Students are encouraged to choose a unique topic to build their knowledge base. They present their research and products to each other and discuss the problems and solutions in a Harkness.

Steps:

- 1) Introduction
- 2) Research and Data Collection
- 3) Project Planning and Teacher Approval/Feedback
- 4) Creation of Final Product including Interview







# 7th Grade: Our Signature Project--Activism

***How can I unite my passion with a real-world issue/need while developing empathy for others?***

In the Activism project, the students create a self-directed, project-based learning experience to encourage them to contribute to the world around them.

Activism Project Description

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# The Activism Process



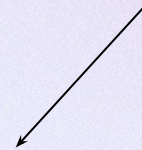
## Research

Students spend class time researching using the UN Goals. They also review student videos from previous years. Then, they connect their interests to the UN Goals and begin brainstorming.



## Planning

Students meet with teacher and other adult mentors to shape their projects. Students record progress in their logs.

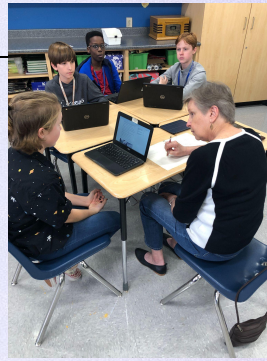


## Implementation

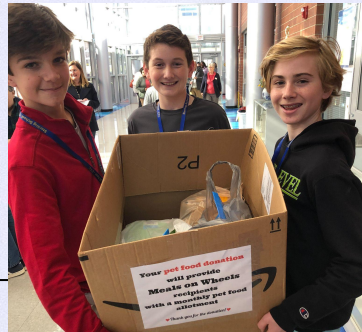
Students implement their ideas/projects and evaluate results. Students create videos or presentations to communicate their process and results.







# What it looks like when kids do the project



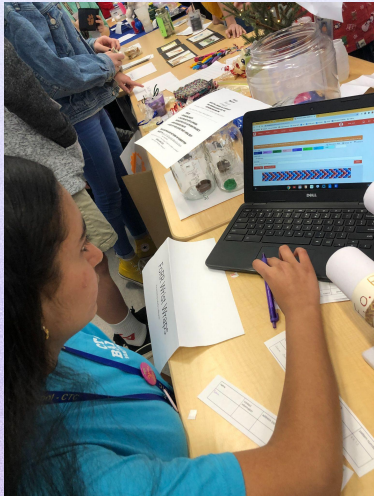




# Research



- Students begin by spending Social Studies class time researching the UN Goals.
- They complete a summer activity that helps them connect their interests with a UN Goal.
- Students also view and give feedback on student videos from previous years



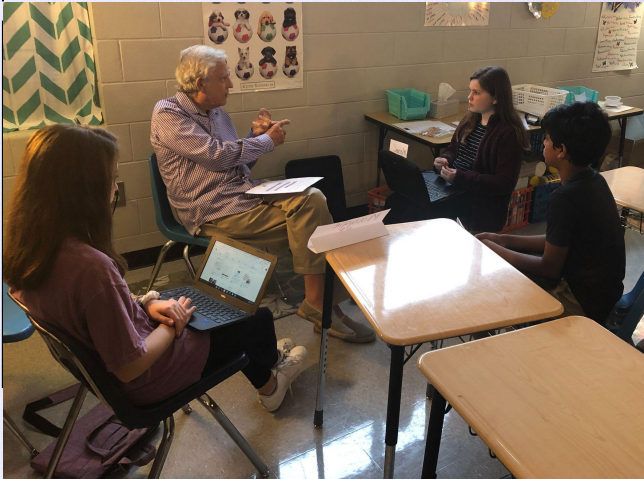




# Planning



- Checklists are provided to help students understand expectations and keep up with deadlines.
- Teachers are assigned 7-12 students to mentor. The teachers check in with students and make sure they are on track and completing assignments. These teachers also help with grading the assignments.
- Community Mentors/Advisors are recruited to work with small groups of students to offer their insight and share their expertise.



[Mentor/Advisor Request Form](#)



# Sample Mentor Schedule



## November 4

3rd Period 9:40-10:27	Ms. C.	Dr. Q.	Ms. K.	Ms. W.	Dr. Patterson	Mr. R.
LOCATION	<i>Ms. Broder's room</i>	<i>Ms. Broder's room</i>	<i>Ms. Reynold's office</i>	<i>Ms. Newell's room</i>	<i>Ms. Newell's room</i>	<i>Teacher Workroom</i>
Broder (23)	Maggie	Avanti	Shruti	Lucy	Austin	Clara
	Ahbi	John	Kate	Lucas	Clayton	Cole
	Sarah	Ellie Kate	Landon	Hannah	Nahvia	Ellie
	Hudson	Sofia	Caedom	Ethan	Dylan	







# Implementation of Project

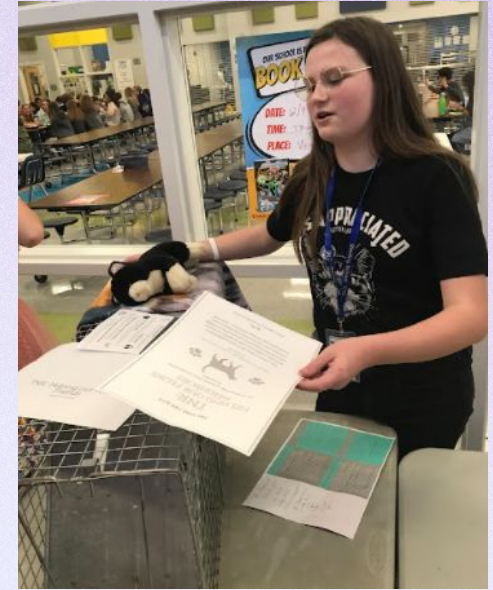
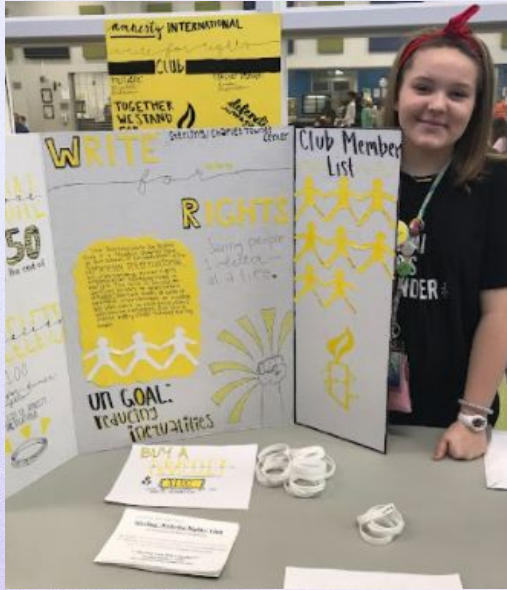
Students...

- Participate in an **Activism Fair** at school to allow them to share their cause with others (students and visitors). Their booth can involve fundraising, selling a product to raise money for their cause, and/or raising awareness/educating people about their topic.
- Complete a **video** (with a rubric for guidance) in order to showcase their project. Their video must include **data** to indicate how their project made an impact.





# Implementation of Project - Activism Fair





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# Implementation of Project - Video Creation



Examples of Student Videos - Culminating assignment of Activism Unit

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# Implementation of Project - Videos Publically Shared

First Name	Catchy Title + Description of Project	UN Sustainable Development Goal	Link to Video
Maggie	Warm Feet Happy hearts-collecting socks for the homeless	No Poverty	<a href="#">Warm Feet, Happy Hearts</a>
Addi	Kid Smarts: Doing WOKE to help the kids raise their grades and raising money for public education partners	Quality Education	<a href="#">Kid Smarts</a>
Shruti	Hands on Hunger: Raising money for an organization to help feed food insecure people	Zero Hunger	<a href="#">Hands on Hunger</a>



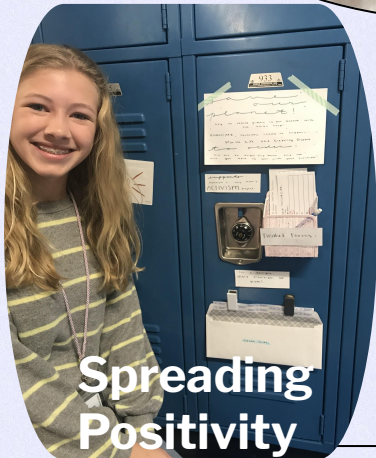
# Photos



Food pantry



Recycling



Spreading Positivity



Mentor Meeting



Packing Party



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# Student Quotes



Activism taught me that every step counts in making a change. Sash S.

I found out that I really can be the change in the world. Charlotte M.

Activism showed me more about the world and how I could change it. William A.

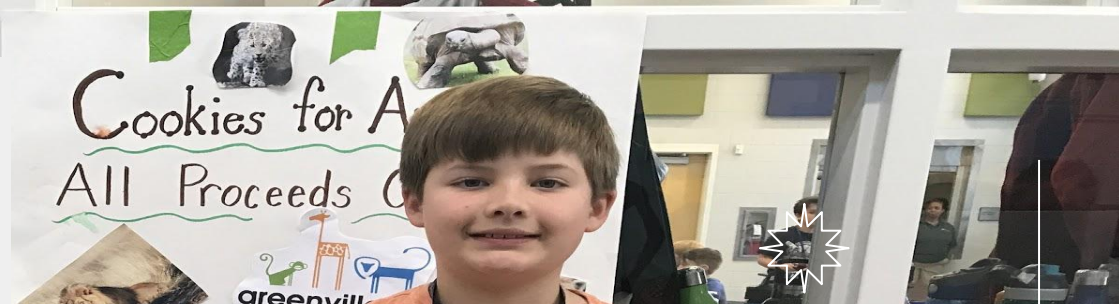
When it comes to change, every effort-even small ones-help. Jeremiah C.

Activism taught me the importance of responding to emails quickly. Brandon X.





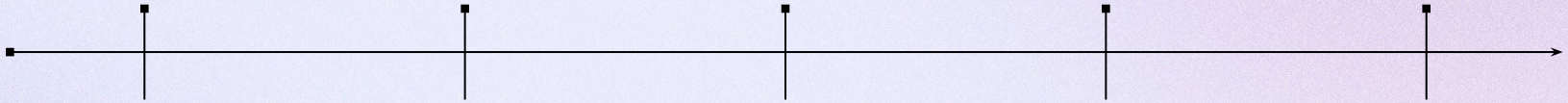
**Meet Rishita - a student who has extended her project into high school**







# Blank Templates



Parent Agreement Letter

Project Planning Sheet

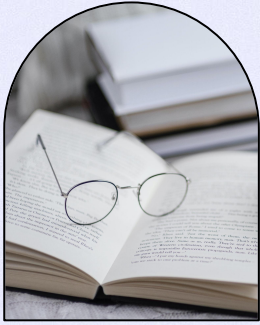
Infographic Rubric

Progress Chart

Video Checklist

For questions or additional information please contact Linda Reynolds. [lreynold@greenville.k12.sc.us](mailto:lreynold@greenville.k12.sc.us)





# References



Renzulli, J. S., & Reis, S. M. (2014). *The Schoolwide Enrichment Model: A how-to guide for talent development* (3rd ed.). Waco, TX: Prufrock Press.

Vahidi, Siamak. "An Overview of the ENRICHMENT Triad Model: The National Research Center on the Gifted and TALENTED (1990-2013)." *The National Research Center on the Gifted and Talented 19902013*, 22 July 2015, [nrcgt.uconn.edu/underachievement\\_study/curriculum-compacting/cc\\_section2/](http://nrcgt.uconn.edu/underachievement_study/curriculum-compacting/cc_section2/).

