

## Creating Good Habits

Using technology that enables content construction in an exciting product is the most valuable for TAG students. See the brochure on Engaged Learning and State

Standards: Technology

Applications at Peacock for a further explanation.



Inspiration fuels the mind for content construction.

Parents can enable their TAG student by reinforcing good disciplined habits of working on a task until finished. Pre-planning events and thinking ahead about goals will enable your student to develop the vision and discernment of what they might like to do.

**Peacock Middle School Media Center**

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# Talented And Gifted Students



## TAG Activities

TAG activities move into areas of more student choice and extensions within a teacher's unit of study at Peacock. One big change at the middle school level for the student is to learn to organize him or herself, disciplining his/her energies to focus on goals and time management. While the Media Center is an important place for student learning, research, constructing their own knowledge and products, the subject area teacher is the key to directing their extensions within their curriculum. The Media Center Director collaborates with the subject area teacher to offer assistance both to the teacher and the student where needed.



**Information skills are the basis for constructionist learning.**

At the Middle School level, collaboration with the subject area teacher is very important. This happens at the team meetings and with the individual teachers. The planning of units, events, and groups is very important for securing the kinds of support needed. This varies widely from grade level to grade level and from teacher to department.

### Support for Subject Area Teachers

The Media Center gives the subject area teacher both technology and curricular support as well as ideas to enrich their TAG possibilities. For example in science the Media Director must teach the teacher first a new



**Collaboration can be magnetic to learning!**

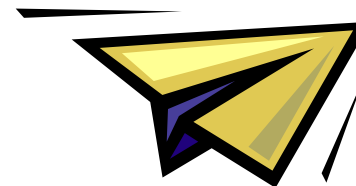
level of software so they understand where the TAG activity might take the student and how much time might be needed. For example, before a science teacher will use Director for a TAG lesson activity, he or she must be shown how Director works and learn it as well so that an understanding is gained as to the scope, advanced skills and creative possibilities for the TAG extension that can be assigned. Sample products are shown and discussed. Not all TAG extensions will need the Media Center or Media Center support and training.

### Support for the TAG student in the MC

Once the TAG extension is determined by the subject area teacher, the student comes to the Media Center to make an appointment. The subject area teacher may also sign up in the appointment book for a TAG group. The research comes first. Bibliographies must

be created

for all print and non-print materials. All concepts need to be written out. Collecting any media needed comes second. Mapping out the sequence of the product to be created comes next. Sometimes flow charts are used or an outline is used. To continue to use Director as an example, the student comes to the Media Director for lessons in how to use Director to create a product.



**Engaged learners take off with many exciting results.**

This involves advanced levels of design, some programming, research, and understanding how the program works. This is time intensive. Next the student begins the first steps of construction with the Media Director available as resource or consultant person. The student develops into a focused independent worker manipulating information at an advanced level into a polished product. The last step is to communicate the product and what has been learned to the class. Often when TAG students work within a group, the students benefit with a serendipity effect of learning more than what they first set out to do or thought they could do.