

NEWS FROM ACADEMICALLY GIFTED

The Middle School Edition

Volume 5, Issue 2

All of our dreams can come true – if we have the courage to pursue them. ~ *Walt Disney*

**There is a difference
between **NOT
KNOWING**
and
**NOT
KNOWING YET****

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-Sheila Tobias

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Each year, the NC Association for the Gifted and Talented recognizes outstanding contributions in the field of gifted education. Annual Awards and Scholarships are presented at the NCAAGT Annual Conference.

The deadline for all submissions is December 7, 2018.

The column to the right details the 2018 – 2019 awards. We strongly encourage students to apply. In 2018, GCS had two winners!

2019 Nicholas Green Distinguished Student Award:

Recognizes a student who demonstrates distinguished achievement in academics, leadership, or the arts in grades 3 through 6. A Nicholas Green Distinguished Student winner receives a \$250 check, a national letter of recognition, and a Certificate of Excellence from NAGC (National Association for Gifted Children). **Last year, Emily Phillips, who was a student at Kiser Middle, won this award.** [Click here for more information on nominating a student.](#)

2019 Susan Keel Lamar Scholarship:

Recognizes distinguished student achievement and leadership in the area of visual or performing arts. A student in grades 6 – 12 will be named the \$250 scholarship recipient and will also receive a NCAAGT Certification of Excellence. **Last year, Kayla Jackson, who was a student at Alamance Elementary, won this award.** [Click here for more information on nominating a student.](#)

2019 Leadership through Service Award:

Established by NCAAGT to recognize distinguished leadership through service by an AG student enrolled in grades 7 – 12. The recipient will receive a \$250 check and a NCAAGT certificate of excellence. [Click here for more information on nominating a student.](#)

2019 Student Scholarship Awards:

Student Scholarship Awards are presented to K-12 students who currently qualify as academically and/or intellectually gifted according to local guidelines. Applicants must be sponsored by a current NCAAGTY or PAGE member. The amount and number of scholarships will be decided annually at the initial budget planning session of the NCAAGT Board. [Click here for more information on nominating a student.](#) **Note: Details about joining PAGE were included in our September Newsletter.**

Stay Tuned...

Include important dates and information about AG that is specific to your school like the upcoming AG Parent meeting. Talk about DEPs/Annual Plans or some other piece of information that might be useful to AG parents.

“Gifted” Media: The Catalyst to Rich Discussion

In the past few years, there has been an explosion of giftedness portrayed in both film and TV. Although, the artistic interpretation of giftedness may, at times, be exaggerated and unrealistic, these films/shows can serve as conversation starters among parents and children for exploring their own feelings, observations, and perceptions about what it’s like to be gifted and talented.

In the article, *New “Gifted” Media Provide Springboards for Discussion*, Dr. Charles Hyatt highlights films and TV shows such as: *Gifted* (2017, Fox Searchlight); *The Queen of Katwe* (2016, Disney); *Genius* (National Geographic Channel); and *Young Sheldon* (CBS) for the role they have played in bringing the issues of the gifted learner to mainstream media. More importantly, Dr. Hyatt highlights how these films/TV shows help to provide opportunities for families to examine the strengths and weaknesses of the characters portrayed and the similarities they have as it relates to the socialization and achievement of their own gifted learner. Dr. Hyatt, along with Dr. Sylvia Rimm, created the following list of questions that can be used by families to generate rich dialogue to the themes, characters, ideas, and settings represented in media that portrays giftedness:

- What special abilities do the main characters exhibit? Why are these of interest?
- What pressures do the characters of this film/program face? How do they deal with them?
- For films/programs that focus on academic advancement: How do you think the character felt when they had to sit in class and do material they already knew? Have you had similar experiences of felt like the character did?
- For films/programs that focus on a gifted child’s response to adversity: What social and emotional tools did the character use to remain motivated in the face of opposition? How do you influence people’s viewpoints or beliefs to affect change for the greater good?
- How does society view those in the movie with special abilities? How do people view children with special abilities where you live?
- What pressures do these characters feel? How do they address them?
- Do any of the characters not accept their giftedness? Are they perfectionistic, competitive, or not competitive enough? Are there things they could have done differently/better?
- Do you see yourself in any characters presented in this film or program? If so, how?
- What is the difference between the “Hollywood” version of gifted individuals versus the rest of humanity? Are there gifted students who excel in their chosen fields of interest but do not become famous?
- What emotions did you experience as you watched the film or program? How did your body react to the story and events depicted?
- What lessons are the movies trying to portray? Do you agree with these lessons?
- How can your situations be improved by what you learned from watching the film or program?

We may not agree with the plotlines or the portrayal of characters in films/programs that highlight giftedness. However, the use of the reflection questions provided by Dr. Hyatt and Dr. Rimm provide an opportunity for families to find similarities/differences with media representations in order to promote dialogue regarding the academic, social, and emotional needs of their own gifted child.

Hyatt, C., Dr. (2018). New “Gifted” Media Provide Springboards for Discussion. *Parenting for High Potential*, 7(1), 2-3, 20.