SPECIFIC PROGRAM FOR GIFTED STUDENTS.

PSICOPEDAGOGIC AND SOCIAL ENRICHMENT PROGRAM

XXVI SUMMER COURSE IN HUERTA DEL REY CENTER VALLADOLID, SPAIN (July, 4–15th, 2016)

Curses are given by a team of trained psychologists, teachers and professionals at all teaching levels, from Primary till University, with the collaboration of several public and private agencies as well as well-known professionals. Courses are planned to achieve the aims and objectives designed in the MEPS Enrichment Model, which principal aim, since more than a decade, is our theme: "*It is not pretended to make exceptional people, but happy children* ".

The Educational Psychology and Social Enrichment Model (MEPS), created in 1989, is based on the study of the developmental differences in gifted students, according to an exhaustive identification and evaluation process. This allows us the knowledge of every child's characteristics in order to provide a personal counselling and treatment, according to different scholar, emotional, motivational, social, etc. factors.

Courses of MEPS Programme are an enlargement extracurricular education strategy that consists on designing personal programs, according to every child's characteristics, following vertical or horizontal criteria as required and applied simultaneously to the normal and regular instructional program.

Courses of MEPS Program are useful for the better development of the regular curricula, due to they incorporate and allow the realization of different activities that can not be implemented in the regular classroom, and, also, they promote cognitive, social and emotional development.

General objectives of MEPS Program are:

- Prevention of the scholar failure.
- Increasing motivation
- Stimulating search and relationship.
- Providing security to student due to he/she met other students that think, feel and talk the same way he/she does.

Objectives: Cognitive development and personal growth
Problem-solving and social-relational skills are critical to success in both study and relational areas.

The aim of MEPS Program consists on providing experiences that enable students to discover how to use **problem-solving and socio-relational skills** in a wide variety of situations.

Developing research capacity: search activity is characterized to be a thoughtful, systematic and methodical activity, and it is aimed to gain knowledge and solve scientific, philosophical or empirical-technical problems. It is a stimulus for the creative intellectual activity. It helps to develop a growing curiosity about problem solving, and, also, it contributes to the advancement of critical reading.

It is important to consider that one of the educational aims is to develop thinking skills. Simple definitions and explanations are not sufficient. It is more practical to understand ideas confronting to problems.

Different type of activities and international techniques (translated and/or adapted), that require no specific field of study, are been chosen for working with students. So, we have been able to focus on strategies applied to problem solving and socio-relational skills. Activities made in every area are concreted in every enrichment course.

Research capacities development: Activity of research that is characterized because it is reflexive, systematic and methodical; it is intended to obtain knowledge and solve scientific, philosophical, and empirical-technical problems. It constitutes a stimulus for the creative intellectual activities. It helps to develop a increasing curiosity around the problem solving, moreover, it contributes to the progress of critical reading. Preparation for the Debate.

It helps the students to improve the cognitive functions in conjunction with the socio-relationship abilities, to transform the information in knowledge and apply the knowledge, skills and abilities required to different situations, problem-solving and team work are the goals of the educative program. The ultimate goal of the education is the development of the capacity of thinking and learn to learn. The definitions and explanations without further explanation are not enough. It is practical to understand the ideas while confronting the problems.

For working with the students, we have chosen different activities and international techniques (translated and/or adapted) that doesn't require any specific field of study. In that way, we managed to focus in the strategies applied to the problem-solving, creativity development and critical thinking.

(Examples from previous courses)

DEVELOPMENT OF COGNITIVE SKILLS

Goals of the activities held

1.- Stimulation for the cognitive performance within the activities relationated with the executive functions. The scholar success depends on the maturity of these subfunctions.

2.- Encouraging research and improving expository and creative skills.

Promotion of the independent study: presentation of research work

Develop of the investigational capacities: Activity of research that is characterized because it is reflexive, systematic and methodical; it is intended to obtain knowledge and solve scientific, philosophical, and empirical-technical problems. It constitutes a stimulus for the creative intellectual activities. It helps to develop a increasing curiosity and the ability for defining and expressing ideas and concepts. Develops the capacity for transmitting the information in the writing and oral expression.

Debate.

Debate Goals:

- Initiation in Debate strategies: research capacity in current issues, encourage critical thinking and teamwork.
- Promotion of the argumentation techniques and oratoria, perfection of the oral expression and nonverbal language

3.- Amplifying and deepening themes

Chess day, Rapid chess games.

Design and programming of LEGO Mindstorms robots. Objectives: Promote the ability and manual coordination. Understand the logical process involved in the robot programming. Teamwork. Learn to develop a project in all the different phases and coordinate them. Applying mathematical and physical reasoning, such as, measure distances, forces..Activity: development of different robots that solve the problems assigned by the teachers. We increase the complexity of the projects each year, regarding mechanics, programmation, or sensors.

Teamwork project: "Stop Motion"

Objectives: Understand the complexity of the audiovisual creation, learning to respect and value the audiovisual content that is in the day a day, and within that, be critical about it. It promotes the development of the creative capacity of the students; teamwork is necessary and using different basic competencies. The students get involved easily because it is a very motivating field for them, they also handle their own work, being a highly significant way of learning. Knowing animation techniques used

in audiovisual media and the use of the specific program for stop motion animation: Stop Motion Studio.

Astronomy: Telescopes and the Sun. Telescopes: Description of the different telescopes and the use of them. The students helped in the montage of them and recognize their different elements; moreover, they learned how to use it rudimentarily. We did a solar observation with different telescopes (obtaining images in different wave longitude) and recognized different structures observed in the sun surface: dots, faculae, bumps ... They created a data sheet, including a drawing of the sun. Moreover it was imparted a small lesson about the sun. Briefly, we talked about Pluto and the sonda New Horizons, that is about to reach the planet after a decade of flight.

Express(ive) Videos. Objectives: Awake the interest for the creative process in cinematography. Teamwork. Organization in medium and short term.
Maximize the non-verbal expressivity. Incentivize the creativity. Basic knowledge of video editing tools.

Monolog. It constitute a part of a dramatic piece that is used for characterize the characters and owes a high psychological value because it is a tool or way of introspection. Objectives: Work the creative writing, oral expression and the communicative ability.

Panoramic with PTGUI: Creating creative panoramic photography with the software PtGui. Objectives: Encouragement of the creative. Learning concepts about photography and usage of advanced camera techniques.

DEVELOPMENT OF SOCIO-RELATIONAL SKILLS

Building values and developing critical thinking

Teamwork. "Uno para Ganar"
Not only the explicit knowledge acquired through scholarly teaching modifies the brain, also the implicit learning, especially the motor. When children improve their efficiency in a physical activity, they experiment modifications in their subcortical circuits, cerebellar and cortical, which can be translated in better results in their studies.
General Objectives: Improve the programming of the sequences that compose each one of the intentional motor actions (eat, ride a bike, bounce a ball...). In this way we can automate and achieve motor programs making a more fluid execution of each motor movement (for example, if you cut properly, you will write properly). The acquisition of new motor abilities and perceptual modifies and improve the efficiency of the nervous system performance
Specific objectives: Develop the general and segmentary coordination. Getting to know the abilities of each one. Being able to succeed in stress situations. Teamwork, acquire confidence and self confidence. Knowing the strength and weakness of each member of the team.

Orientation in Nature, Practice class at Fuente Mínguez, in charge of Don Julio Garrido and his Club, organizer of diverse National and International Championship.

- It is an activity that encourages the integration (Mixed and heterogeneous teams)
- Easy and requires from the initial moment the teamwork. Requires the participation of all the team members. If we work in teams (couples, three people group), it is necessary the collaboration, exchange of opinions, the confrontation,... there is no need in differentiation between sexes or according Physical condition. Everybody can be successful.
- **It is an activity in which the decision-making capacity is of vital importance. Moreover, noticing if those decisions were right or wrong are almost instant.**
- **It is an activity that affects directly in the development of the cognitive aptitudes, social and affective and also motor and psychomotor.**
- The Orientation is one of the contents in the field of Physical Education in which it is easier to include an interdisciplinary work. The Orientation has a relationship more or less direct with Mathematics (scales, slope) with Drawing (graphic representation, interpret maps and drawings), with Natural Sciences (level curves, reliefs, vegetation, orography) and Geographic (Magnetic North, Geographic North, cartography). In a nutshell, this interdisciplinary approach can be as wide as the imagination and interest of the involved teachers want.

Notes:

1.- Ending the course, parents are given a detailed report about the activities that student have made in every area, as well a qualitative observation by the teachers about the progress of the student during the course.

2.- During the Summer Course we will do the following test and it will be sent with the report.

During this Course we will do a **Individual Valoration** about the attention capacity, sustained attention, impulsivity and vigilance, with the **Conners' Continuous Performance Test II (CPT-3)** by *C. Keith Conners, Ph.D. (2015)*

3.**-** Two excursions

Excursion to the Adventure Park Pinocio.

Excursion to Atapuerca, Archaeological site and the Human Evolution Museum at Burgos