

Commendation Award Project in Gifted Education

Key Learning Area (s)	Affective Education
Project Title	Perfect Master
School Name	Tai Po Old Market Public School
Student Grouping	Free grouping (four in one group)
Summary	<p>The programme aimed at cultivating students' creativity and interest in learning language. Emphasizing in-depth language learning as well as affective education, it adopted advanced, abstract and open-ended teaching materials and activities. The programme adopted the inquiry based teaching methods and included activities such as discussion, role play and simulation. Through the activities, the students were motivated to understand themselves and reflect on their ways of handling matters. Besides, they learned how to criticize the media and their ways of reporting news. They also reorganized the learning materials after reading them. Self-concept was taught through the activities "My Physique", "My Emotion" and "My Wisdom" with different time allotment and emphasis. Like their non-gifted counterparts, gifted students have different interests and abilities; therefore, collaborative learning was frequently used as a strategy for the programme. Most students responding to the questionnaire regarded the group learning strategy as an effective method of brainstorming and mutual stimulation. After the programme, the relationship between students improved and it facilitated the affective development of gifted students.</p>
Aim	<ol style="list-style-type: none"><li>1. To understand one's own uniqueness and identify one's value</li><li>2. To understand and learn to control one's emotion</li><li>3. To start planning one's own future</li></ol>
Authors	Principal Cheung Lai Chu, Kwan Sin Fan
Target students	16 gifted students from P.6
Activities	Lesson plans (1-5)
Project evaluation	Their observation and record revealed that most of the students enjoyed the class. The most important aspect was that the

<p>(By what means? How? Recommendation for Improvement?)</p>	<p>teachers gave the students' discussion report very positive comments which encouraged the students and enhanced their positive value as well as affective development. Three of the students stated in the questionnaire that they thought the learning model was relaxing and lively. Furthermore, over 60% of the students expressed their liking for "Drawing My Future". It showed that an open and inclusive learning atmosphere was developed in class to encourage the students to participate in appropriate inquiry based learning activities. Gifted students are keen on thinking and creating, concerned about life issues, and interested in challenging as well as active learning methods. The students in the programme enjoyed the activities "Discovery of Social Role" and "Self Directed Search". They suggested in the questionnaire that the activity "Self Directed Search" should be further enhanced. Their suggestion indicated that they valued practicability and had the initiative to explore. Recognizing that the programme was insufficient for the gifted students' insatiable need for exploration, the teachers encouraged them to take an active role to explore by themselves the matters which they were interested in, and endeavour to become a lifetime learner.</p>
<p>Teacher's Reflection</p>	<p>In general, "Perfect Master" brought a breakthrough to the learning atmosphere in conventional classes and raised the gifted students' interest and initiative in exploring abstract concepts. All the 16 students indicated that they understood themselves better through the programme. Some of them said they would utilize the skills they learned from "My Messages" to cope with their emotional problems. Though "Perfect Master" was a short-term course, it was helpful to the students' affective learning. Affective education should not be regarded as an independent subject. It should be merged with other fields of learning for a better effect. It is suggested that teachers of different subjects should consider the affective factors when planning their areas of teaching.</p>

Download	Lesson materials <a href="#">Lesson Plan</a> <a href="#">Worksheet 1</a> <a href="#">Worksheet 2</a> <a href="#">Worksheet 3</a> <a href="#">Worksheet 4</a> <a href="#">Worksheet 5</a> <a href="#">Worksheet 6</a> <a href="#">Worksheet 7</a>
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