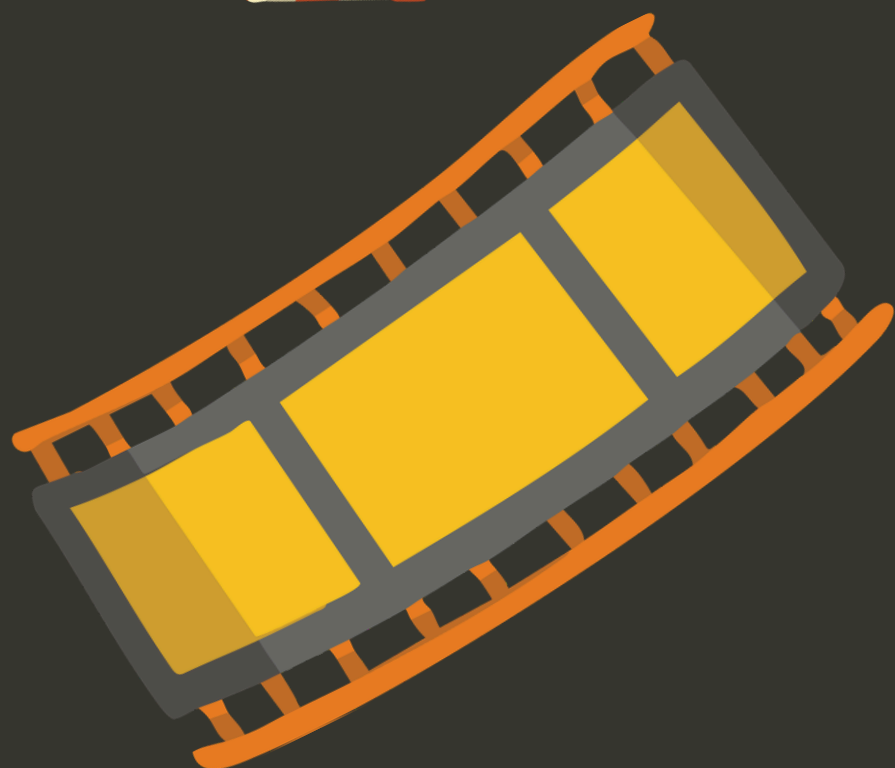
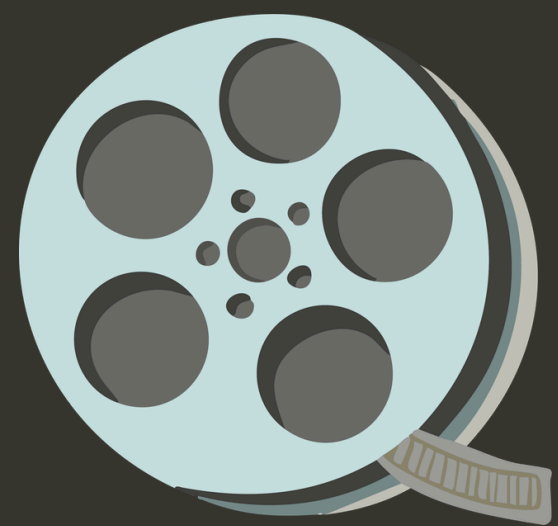
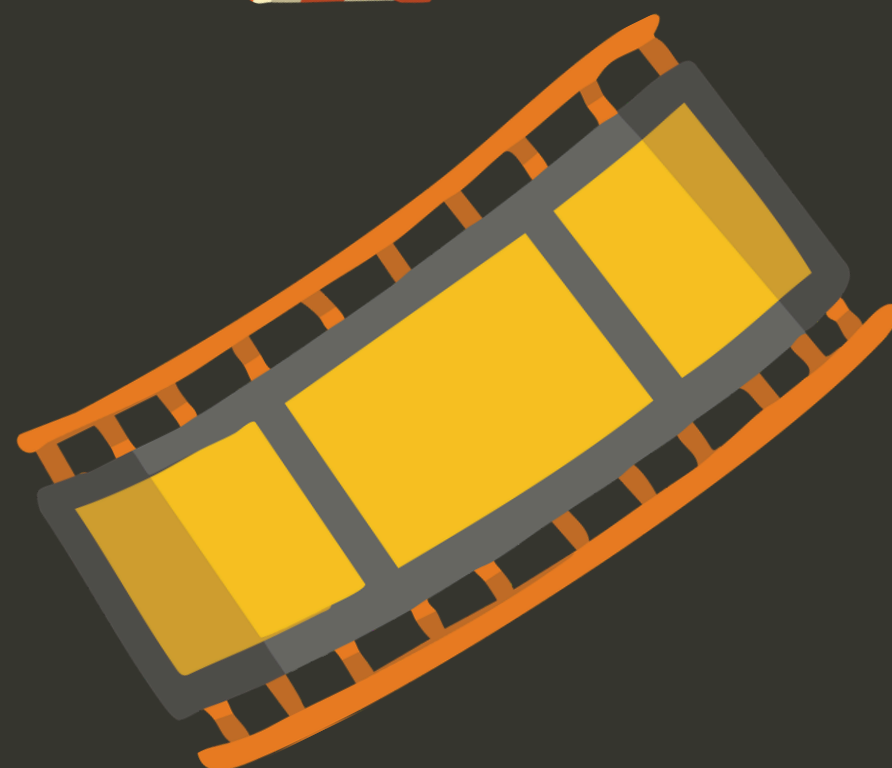
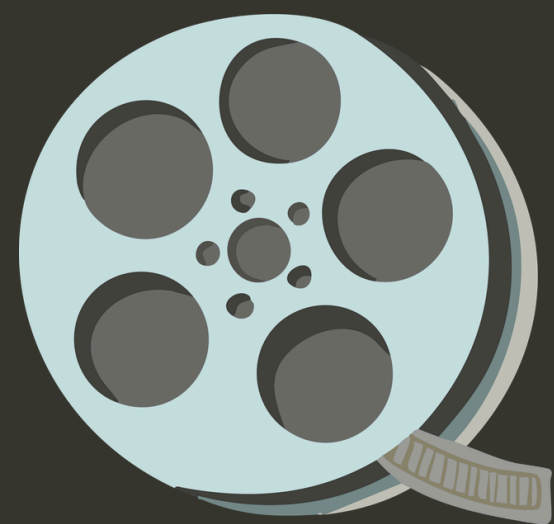




AT THE MOVIES

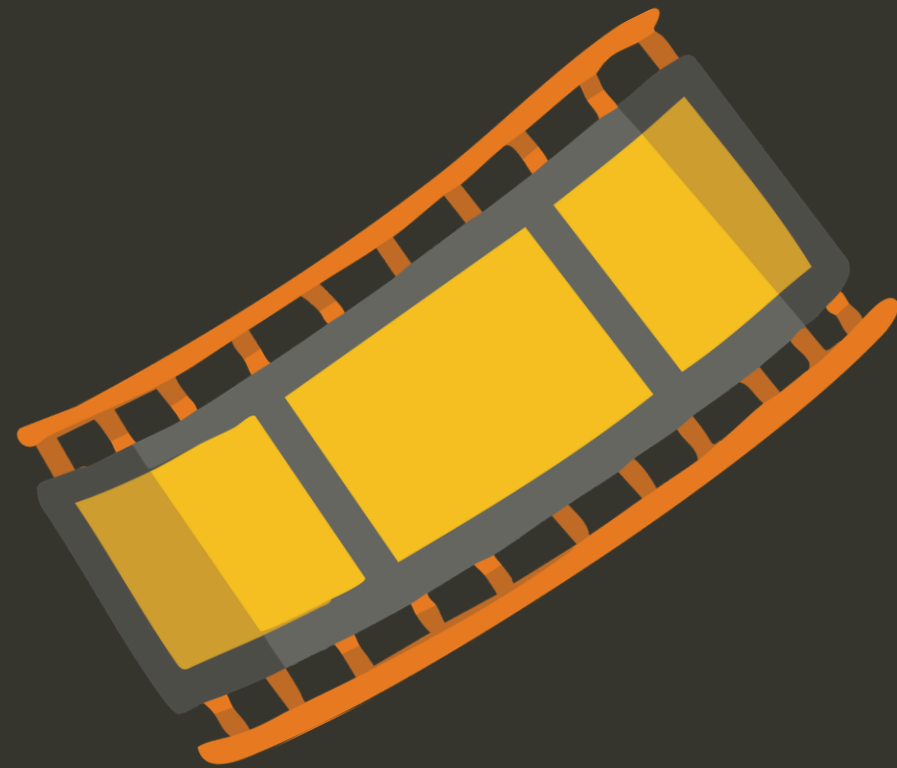
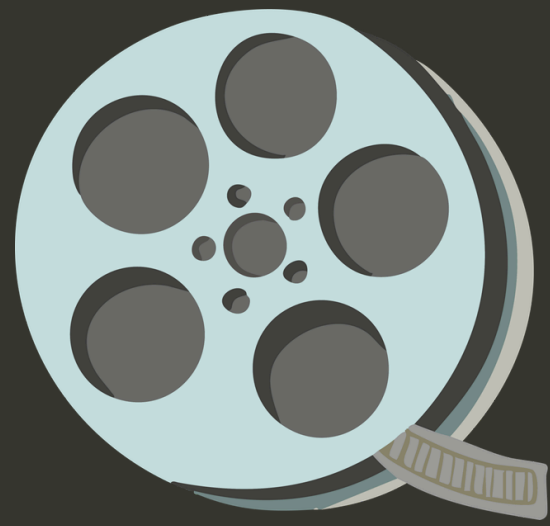
Encanto



TO RECEIVE CREDIT
FOR THIS SESSION,
MAKE SURE YOU
COMPLETE THE
SURVEY AT THE END

ENCANTO THROUGH THE LENS OF GIFTED LEARNERS

How do gifted characteristics
(perfectionism, asynchronous
development, masking,
overexcitabilities, identity
pressure) show up in students
and how do we respond?



AT YOUR TABLE

- Introduce yourself
- What do you teach and where?
- A fun memory from this summer.



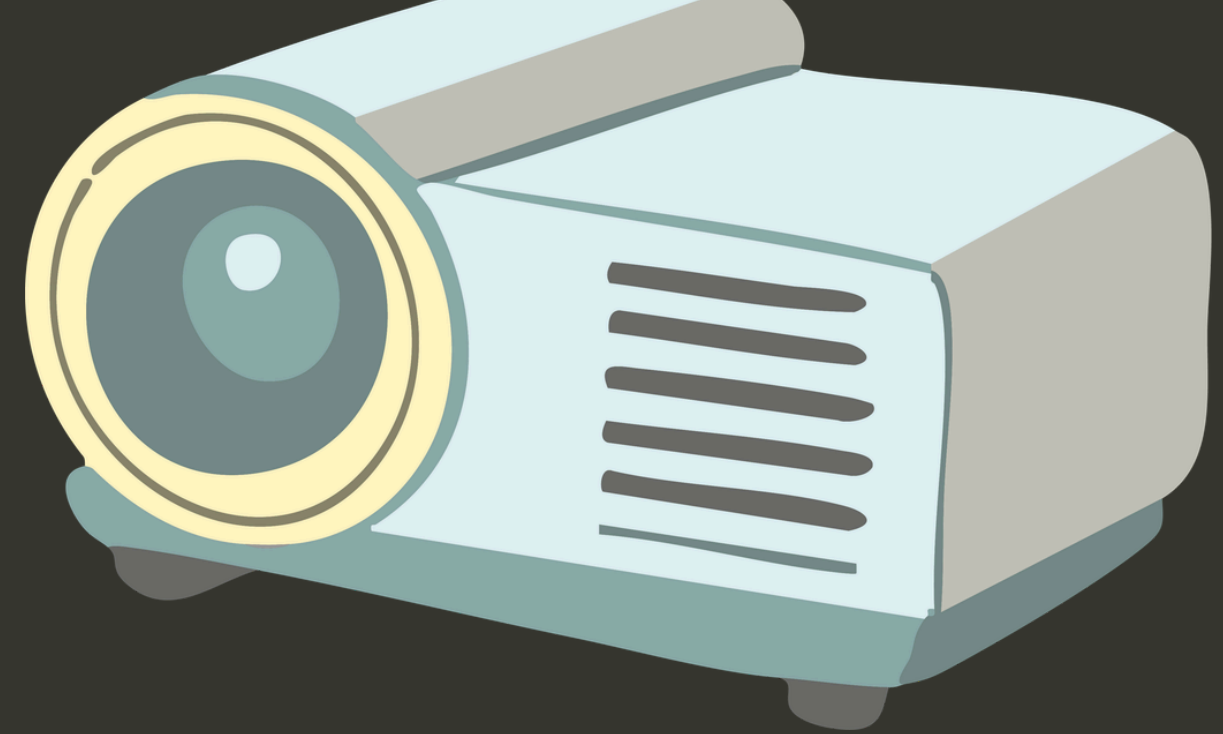
CHARACTER SNAPSHOT

Choose one character from Encanto and complete:

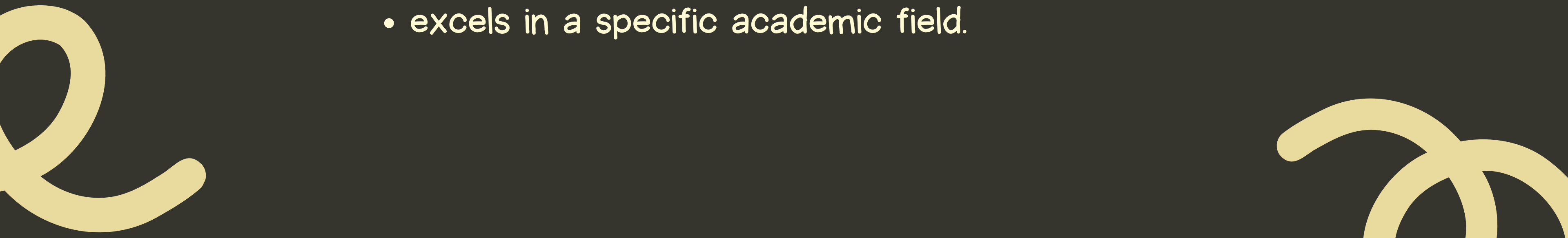
- One strength they show
- One struggle they experience
- One line or moment that stood out
- One connection to a student you've taught (no names)



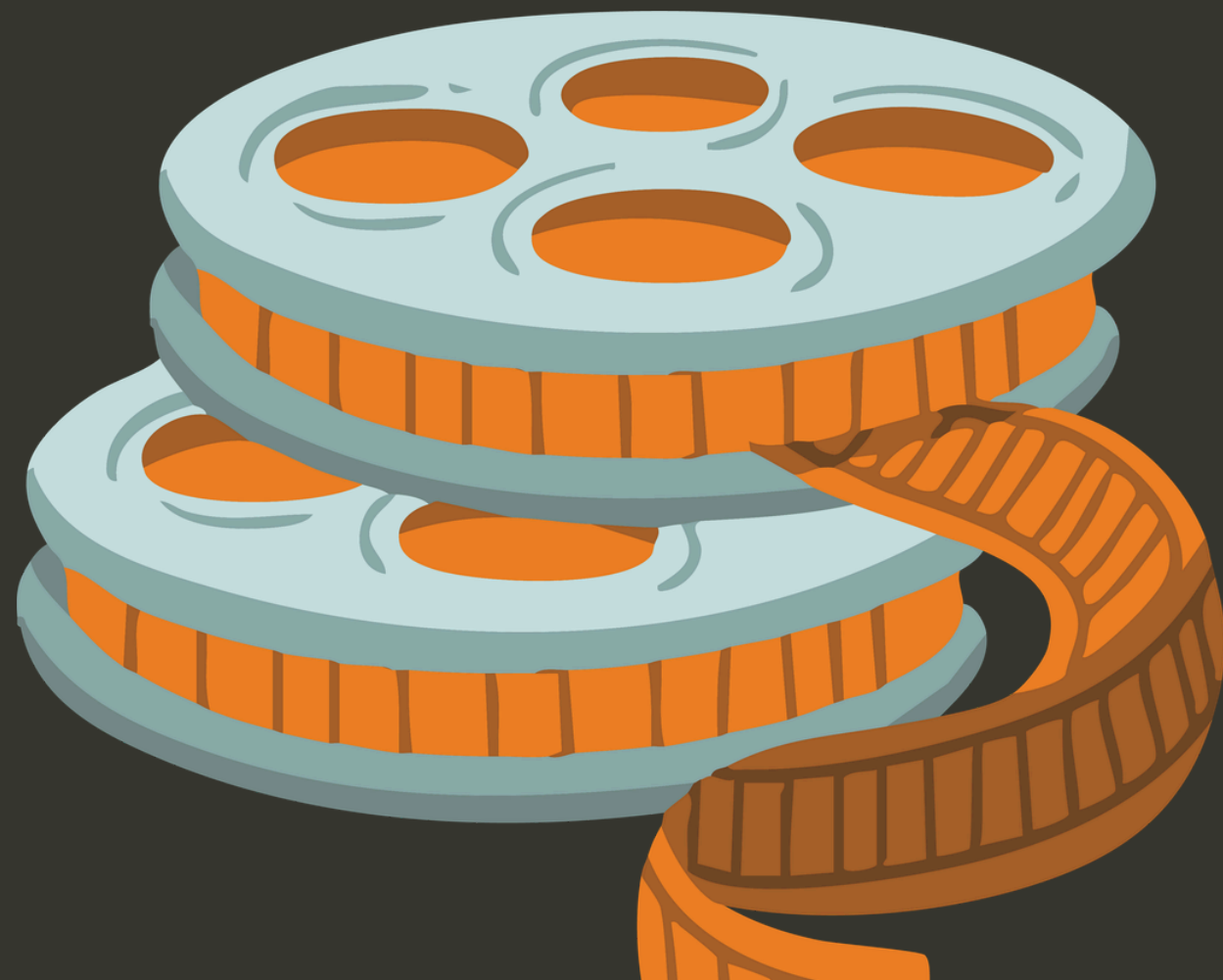
★ DEFINING GIFTED



A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high-performance capability in an intellectual, creative, or artistic area;
 - possesses an unusual capacity for leadership; or
 - excels in a specific academic field.
- 

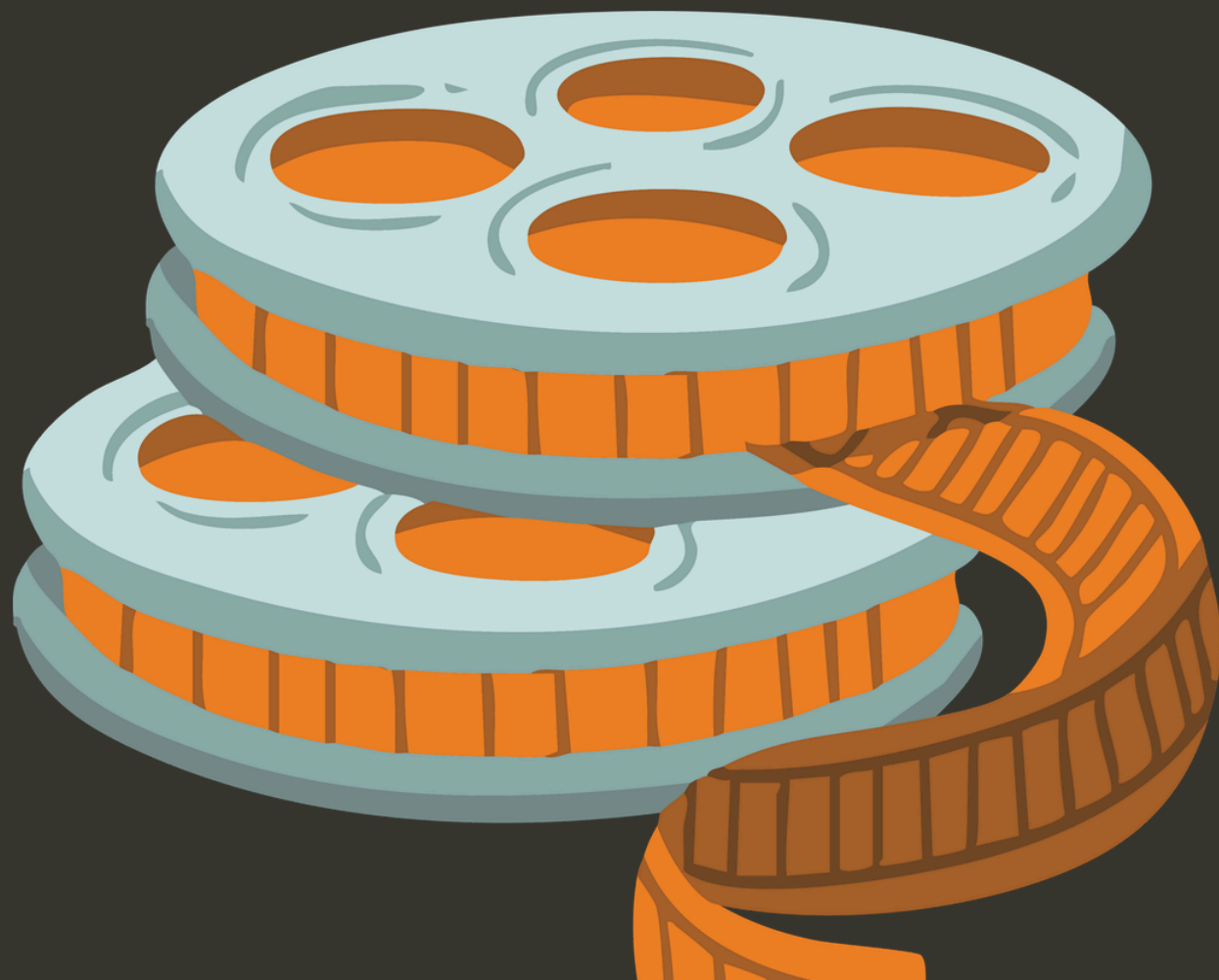
WHO DO YOU SEE?



Which character do
you most relate to?

Which student(s) in
your class remind
you of a character?

WHO DO YOU SEE?



- Surface Pressure (Luisa) ✨
- What Else Can I Do? (Isabela)
- Bruno's vision scene

GiFTED LENS

- Asynchronous development — advanced in one area, age-typical or vulnerable in others
- Perfectionism
- Overexcitabilities/intensity
- Masking
- Identity pressure
- Under-recognition of nontraditional giftedness

Which of these ideas showed up most clearly in the movie?



CHARACTER LENS

- What strengths does this character demonstrate?
- What pressure do they carry?
- What might adults misunderstand about them?
- How might this student show up in school?

DEEP DiVE

Which character appears successful but is actually struggling?

Which character is most likely to be overlooked in school?

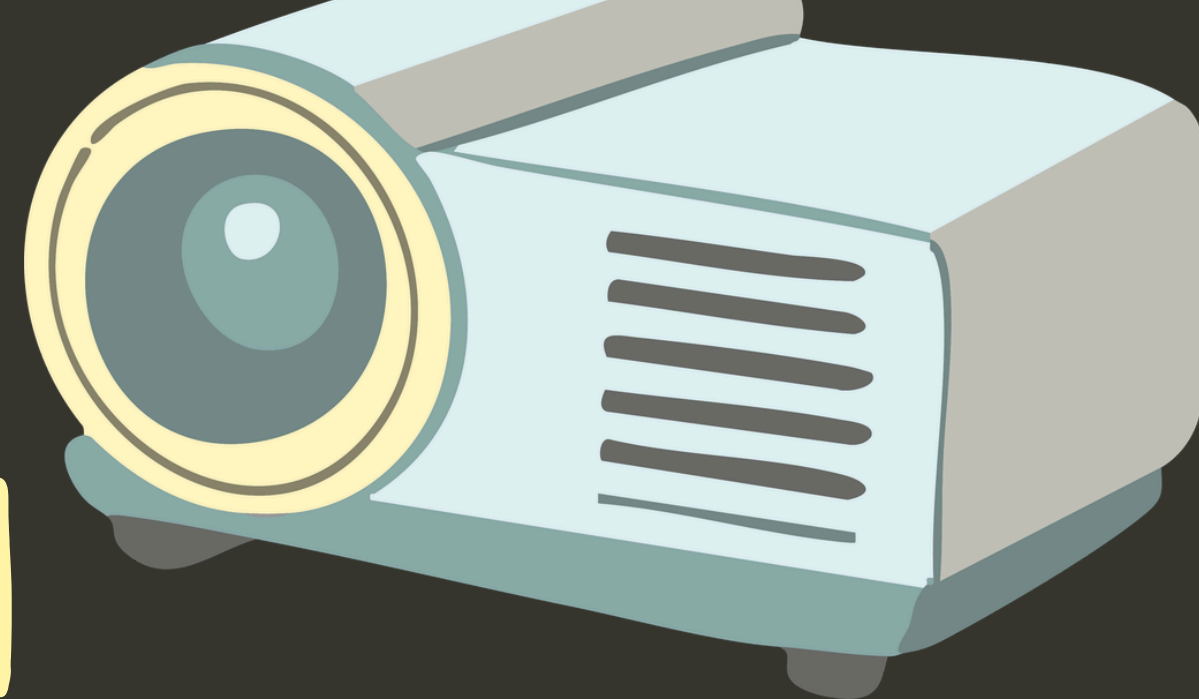
How can giftedness become part of a child's identity in unhealthy ways?

How does family expectation mirror school expectation?

What happens when a learner's worth becomes tied to performance?



TABLE DiSCUSSiON



Where do we create "Luisa pressure" in school?

Which students may be "Mirabels" in our classrooms?

Which students may look like they're thriving but are actually just compliant?

How might we misread "Bruno behaviors"?



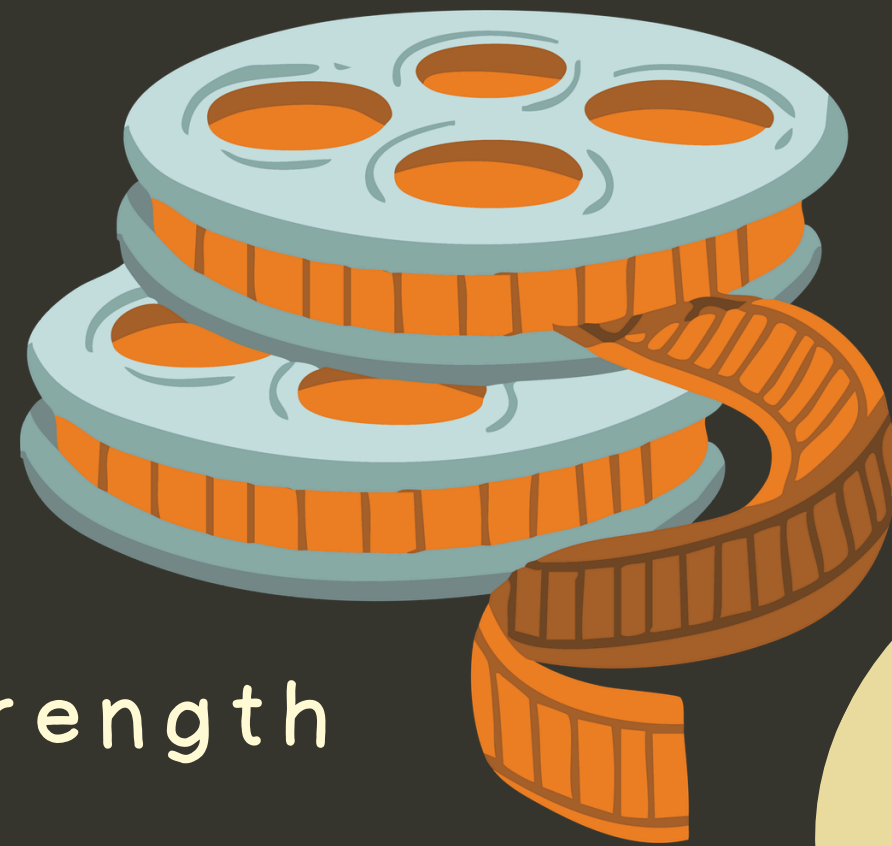
IN THE CLASSROOM

Circle back to your poster character:

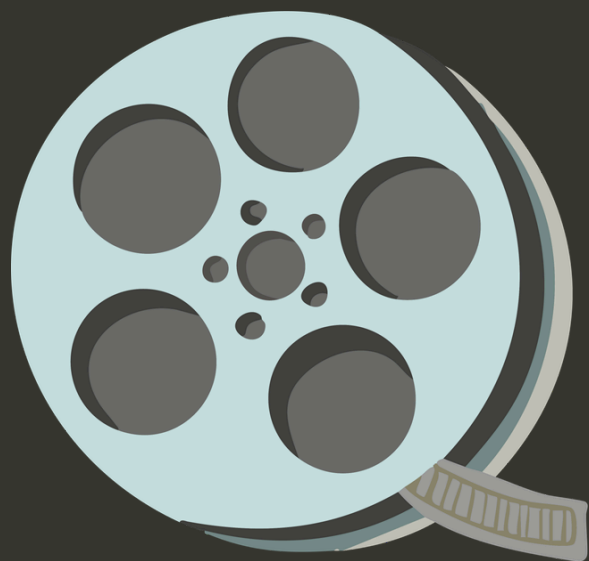
What does this learner need from a teacher?

Think in terms of . . .

- differentiation
- feedback
- challenge level
- emotional safety
- flexibility
- autonomy
- opportunities for authentic strength
expression

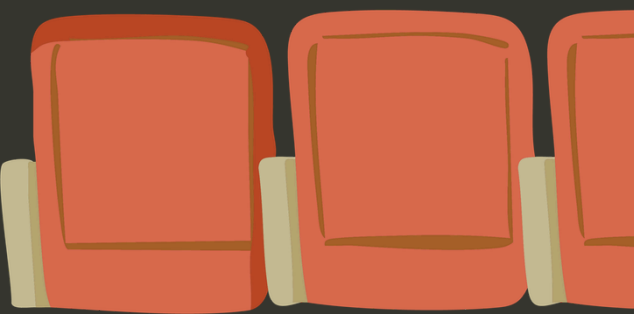
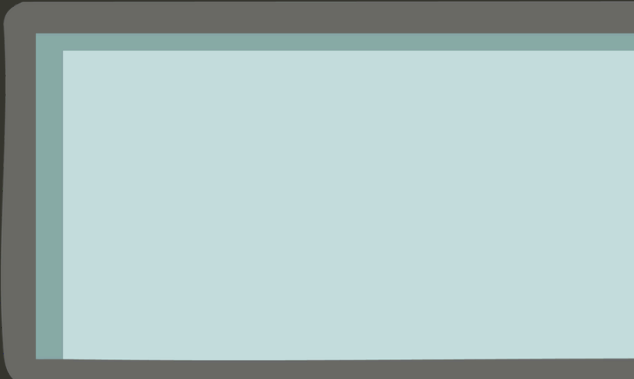


EXIT TICKET

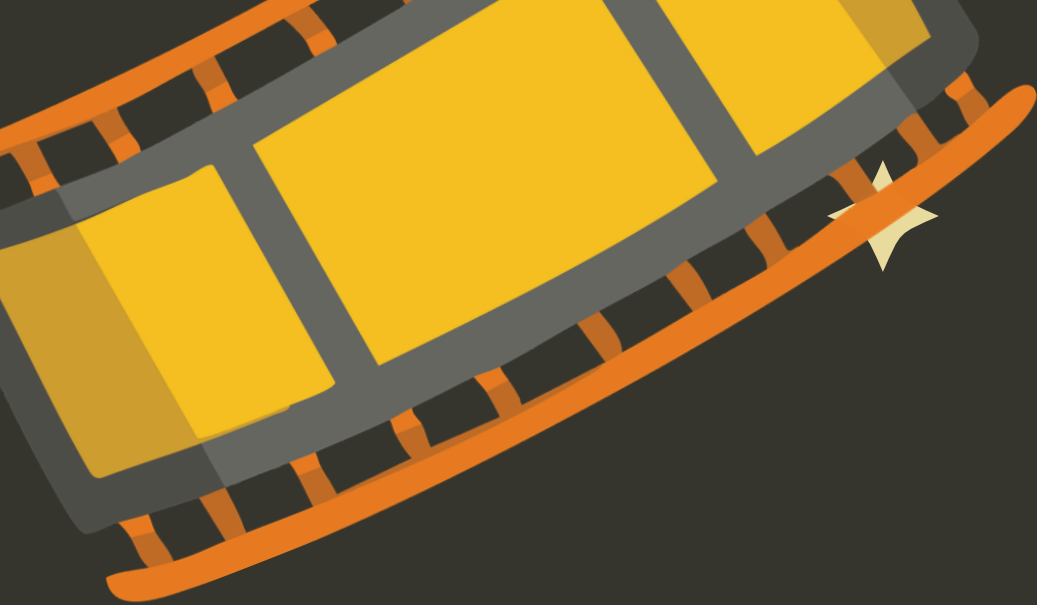


Choose one:

- "One student I will think about differently is..."
- "One way schools unintentionally create pressure is..."
- "One change I want to make in my classroom is..."



Make sure you did the
preassignment and submitted it
through the Google Form. You
can find details here.



WANT ATTENDANCE CREDIT?

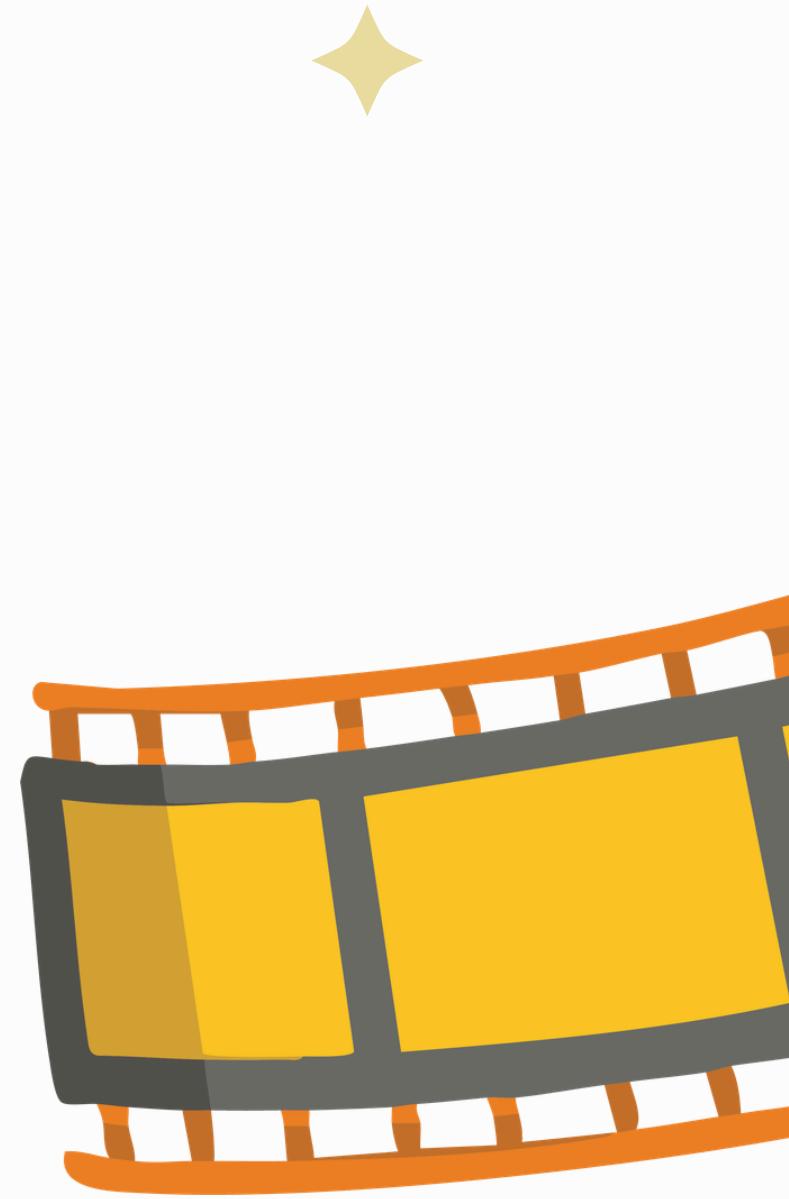


To receive attendance credit for all sessions, you must fill out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. Save this for your records!

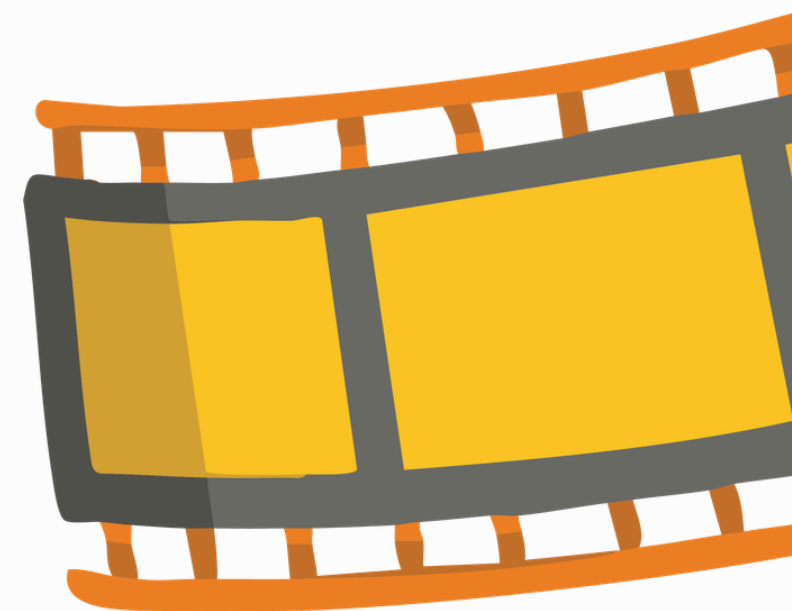


[HTTPS://TiNYURL.COM/ENGAGE26FB](https://tinyurl.com/engage26fb)

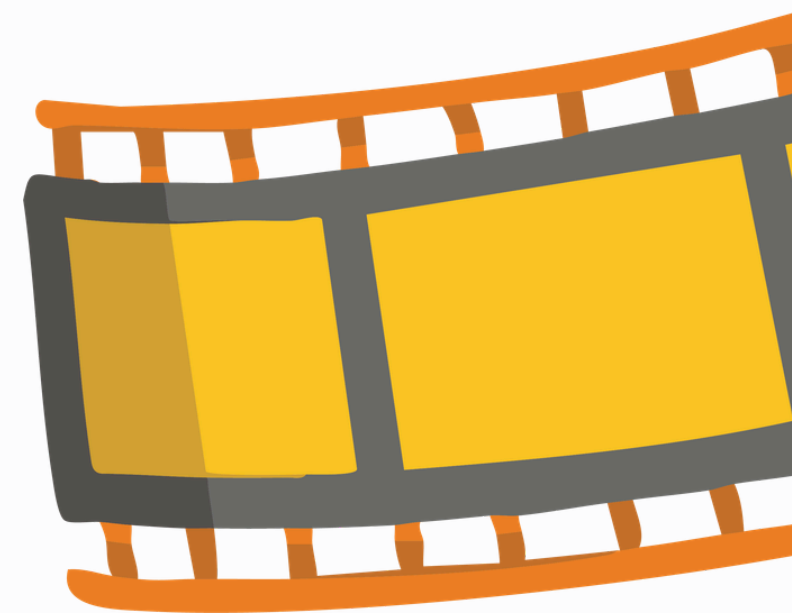
MIRABEL



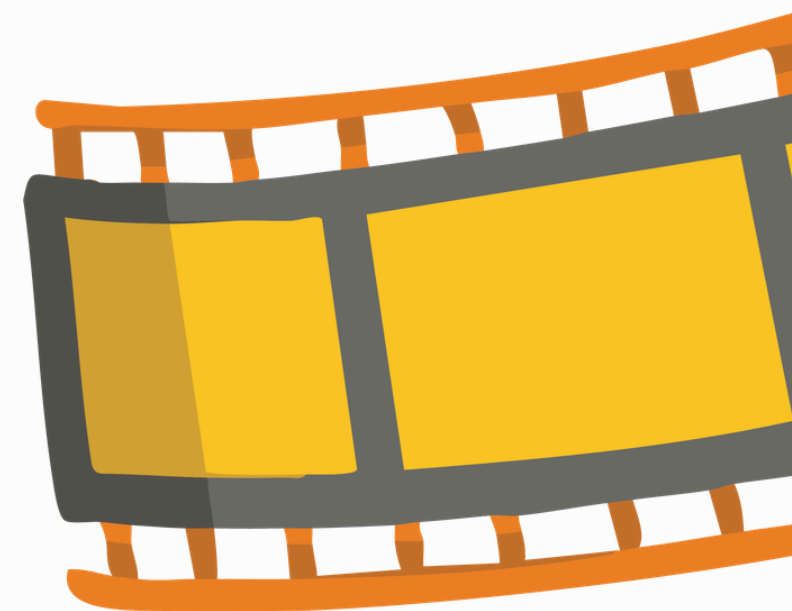
LUISA



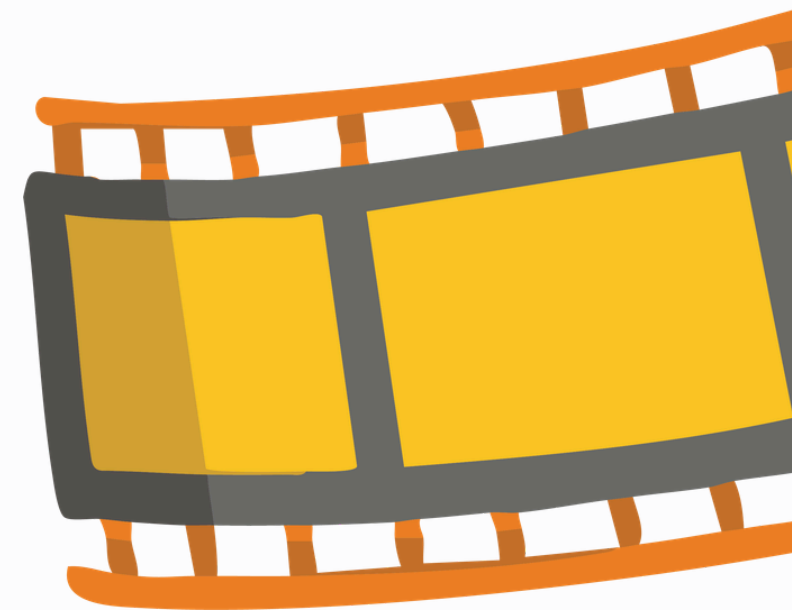
ISABELA



BRUNO



DOLORS



RESOURCE PAGE

