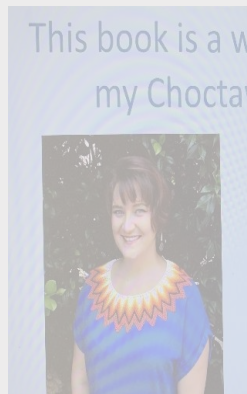
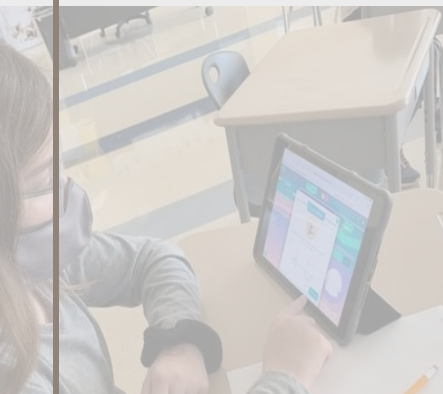
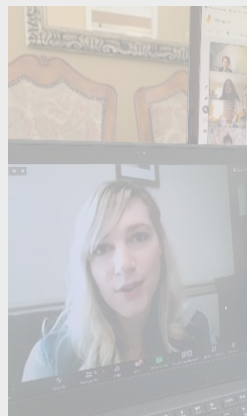
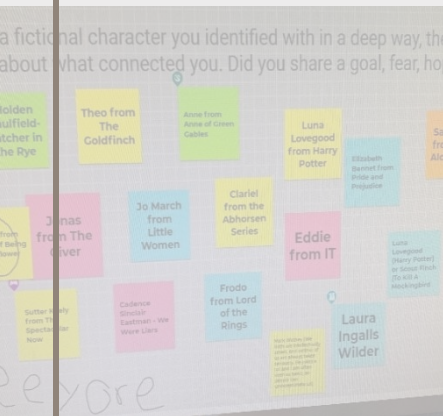
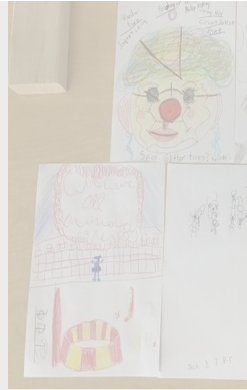
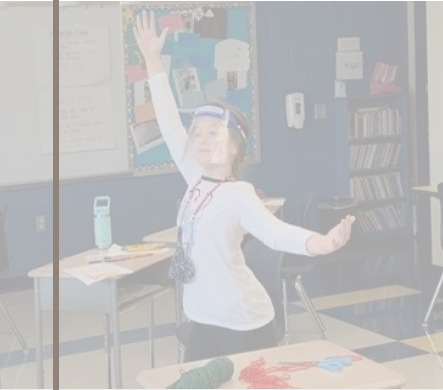


Student Enrichment Experience (SEE) Seminars

A Service of Lancaster-Lebanon IU13
2020-2021 School Year



Excerpt from
That Fabulous Day with those Fabulous Kids in Pennsylvania

What I observed: Gifted kids need to be together.

“In Pennsylvania, Intermediate Units serve gifted educators and students in regions. Lancaster is home to IU13, and it was IU13 that brought me in to work with the students. (I had worked with teachers and spoken with parents the night before).

These kids are offered the opportunity to attend seminars regularly, and it's so wonderful. They need to be in a place where it's safe to be smart.

Anyone who says that if there is an AP or IB program, that's all that gifted high school students need ignores this core idea. AP and IB are not gifted programs. They're rigorous, yes, but gifted is more than that. There's a social and emotional component that cannot be ignored except at great cost.

Kudos to IU13 for providing this.”

Lisa Van Gemert, Gifted Guru--educator, administrator, gifted parent of three gifted children, national presenter at gifted conferences and valued presenter for IU13 Gifted Network meetings and SEE Seminars

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#IU13seeseminars

Gifted Education | **iu13**

Chapter 16: Special Education for Gifted Students

§ 16.1. Definitions*

Mentally Gifted - Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.

Specially Designed Instruction - Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum for students who are gifted.

§ 16.2. Purpose*

a) This chapter specifies how the Commonwealth will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. It is the intent of the Board that gifted students be provided with quality gifted education services and programs.

d) To provide services and programs efficiently, the Commonwealth will delegate operational responsibility to its school districts. Each school district shall, by direct service or through arrangement with other agencies, provide the following:

(2) Gifted education for each gifted student which is based on the unique needs of the student, not solely on the student's classification.

(3) Gifted education for gifted students which enables them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs.

* Selected excerpts from Chapter 16.

Student Enrichment Experience (SEE) Program

The Student Enrichment Experience (SEE) program provides innovative and thought-provoking seminars for advanced and gifted students throughout Lancaster and Lebanon counties. Various seminars throughout the school year are designed for students, grades 4-12.

In 2020-21, due to COVID-19, all seminars were offered safely online. The longstanding focus on academically challenging and engaging content with outreach to multiple schools and districts remained in place. Flexibility was added to include instruction to students individually (at school or at home) or in a classroom setting. There was no limit to the number of students who could participate, and most seminars were recorded for viewing at a later date. Oftentimes, teachers engaged with students in classrooms and used materials provided by SEE presenters.

SEE Seminars offer a wide variety of topics and experiences not readily available in the regular classroom. When aligned with student academic strengths, they can supplement a gifted student's individualized education plan and can build upon the gifted services provided by the school district. Seminars enrich the curriculum while offering social and emotional support for students with intense interests and curiosity. They also offer students the chance to work with peers from across the IU13 region. Whether online or face-to-face, connecting students directly with experts who offer in-depth instruction, hands-on activities, and personal insights, creates a unique and beneficial learning environment.

Research-based information regarding specially designed instruction for gifted learners is outlined in the PA Gifted Education Guidelines. SEE Seminars are based on this type of learning and explain why the seminars have been so important to schools and students over the years.

Specially Designed Instruction

- Elaborate, complex, and **in-depth study**
- **Challenging and specialized** resources
- **Higher-level thinking**, creativity and problem solving
- **Independent and self-directed**
- Choice of topics across the curriculum
- Development of **leadership and group interaction skills**
- Extension of classroom activities into the **real-world**
- Development of **social and self-awareness**
- Resources that **meet the student's level** of learning
- Environments that foster a **positive attitude toward creative challenges**, investigative activity and knowledge creation

~The PA Gifted Ed Guidelines

Making Connections

Students connect with:

- Expert presenters
- Local businesses
- Local nonprofit agencies
- Area colleges
- Intellectual peers from across schools and grades



Connections create:

- Strong, content-rich seminars
- Academic rigor and relevance
- Future student opportunities
- Real world applications

2020-2021
Over 450 students
from
18 school districts
participated in the
SEE Program.

2020-2021 SEE Seminar Partners

African American Historical Society
of South Central PA
Lindsay Bandy
Jim Delisle
Bradley Hawkins

Jennifer Hill
Laura Howell
Lancaster County Parks & Recreation
Sherri Maret
Kristen McQuillin

PA College of Health Sciences
Saint Louis University's
Adventures in Medicine and Science
(AIMS)
Chris Tamburro

Supporting Gifted Learners

1. **Learn new material** faster, and at an earlier age, than age peers.
2. **Remember** what has been learned forever, making review unnecessary.
3. Are able to deal with **concepts** that are too **complex** and **abstract** for age peers.
4. Have a **passionate interest** in one or more topics, and would spend all available time learning more about that topic if he or she could.
5. Do not need to watch the teacher to hear what is being said, can **operate on multiple brain channels simultaneously** and process more than one task at a time.

Susan Winebrenner, *Teaching Gifted Kids in the Regular Classroom* (p. 9)

Learning Academically, Socially & Emotionally

“Any program model that is to serve gifted students must include a personal/emotional and social dimension.”

Diane Heacox and Richard Cash, *Differentiation for Gifted Learners: Going Beyond the Basics* (p.47)



Elementary SEE Seminars

(Grades 4-6)

An Apple a Day: Legendary Information about a Favorite Fruit

Park Naturalist, Lisa Sanchez, helped us learn more about the history and legend of Johnny Appleseed, as well as the tasty, healthy treat we still enjoy each fall. Simple machines were explored as students watched a cider press in action. Students also learned more about the invasive and destructive Spotted Lanternfly.

Student Comments:

- I learned how to make apple cider and I would like to try and build an apple cider press with my grandpa.
- I learned how apple grafting creates new types of apples.
- Today I learned about how a cider press works, and about all the simple machines involved in working it.
- I learned that the spotted lantern fly likes apple trees and I learned how to properly dispose of their eggs.
- I could be like Johnny Appleseed and do something that would help other people.

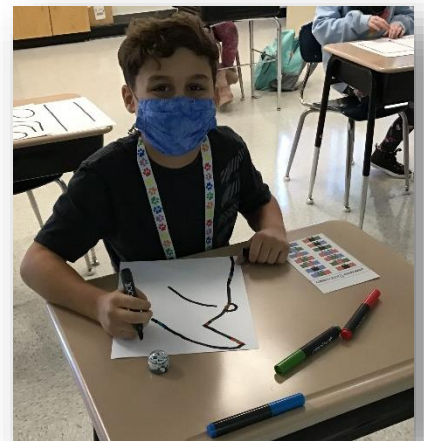


Ozoblockly Shape Tracer

Incorporating OzoBlockly Shape Tracer challenges, this seminar allowed a hands-on experience with the OzoBlockly language and the drag-and-drop code editor. Students enjoyed working with Judy Craig, IU13 STEM Consultant, to sequence and debug programs. Working together, they solved problems and found success with OzoBlockly Challenges -- even without an Ozobot!

Student Comments:

- What I learned today and what I would like to remember is that if you fail make sure you fail forward and keep your cool.
- I learned the Ozoblockly website can translate the Ozobot Code into Javascript.
- I would like to remember the codes we worked on because in the future I could become a coder and it would take me back to the first codes I've learned.
- I could use the website that Ms. Craig introduced us to today to play and see if coding is something that I would like to do when I grow up. If it is, I can make the world a better place by making computers or stopping hackers.
- When I'm older I could use JavaScript to create apps that help the world.
- The presenter helped me understand a deeper meaning of coding and, of course, I would like to try a higher level and challenge myself.
- I learned about pair coding. Most programmers have two people to code -- the navigator and the conductor.
- I learned that people always make mistakes and there is more than one way to code the same thing.

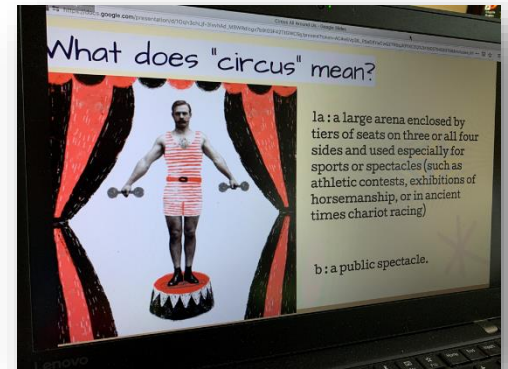


Circus All Around Us

Students learned about the history of circus and clowning from a circus performer and frequent SEE presenter, Jenny Hill. They got up out of their seats to learn some fun circus skills involving balance, eye-hand coordination, and flexibility. Participants enjoyed the Q&A time with Jenny and asked her questions about her circus background and interesting experiences.

Student Comments:

- I learned you have to be confident in yourself and you can't worry about what other people think of you.
- You cannot try something once and then quit.
- I want to remember EVERYTHING from this seminar!
- If you are young, you can still do anything.
- I learned that balancing larger things is easier than balancing smaller things.
- The circus can help because people need happiness in these times. I could put on a small show for my neighborhood and make people happy.
- The presenter helped me by showing how practice can lead to being amazing at that activity or sport.
- I liked learning the history of circus.

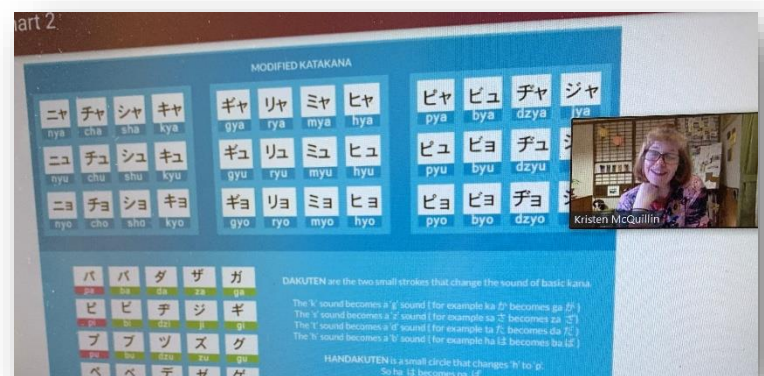


Konnichiwa from Japan

SEE Seminar participants took a trip to Japan without leaving PA with Kristen McQuillin, our presenter in Kamogawa, Chiba, Japan. Starting with how to say “hello” and other important phrases used every day in Japan, she shared Japanese culture from a personal perspective, including what a typical school day is like, the daily fitness routine called Radio Tiaso, and the two Kana alphabets with their unique characters. Students learned that even time, dates, and seasons are referred to differently in Japan!

Student Comments:

- I learned that children in Japan clean their schools, so they are ready when they'll have to clean and work on their own.
- I learned how to say good morning (Konnichiwa) and good night (Konbanwa) in Japanese.
- I would really like to remember and learn more about Japanese writing. I think that it is a beautiful language, and I would be proud to know/be a part of it!
- Throughout the seminar I heard that Japan has good ideas and that I could change the world by telling everyone that our way is not always the best way. Being open to other ideas and beliefs can benefit the world.
- The presenter really explained everything very well. I would like to talk to her more about the language. It is so beautiful from what I saw today!
- The presenter helped me by keeping me engaged in the subject and if I could learn more, I would learn more about writing in Japanese.
- I think learning how Japanese students clean up the entire school by themselves could help encourage other students here to at least clean their desks.

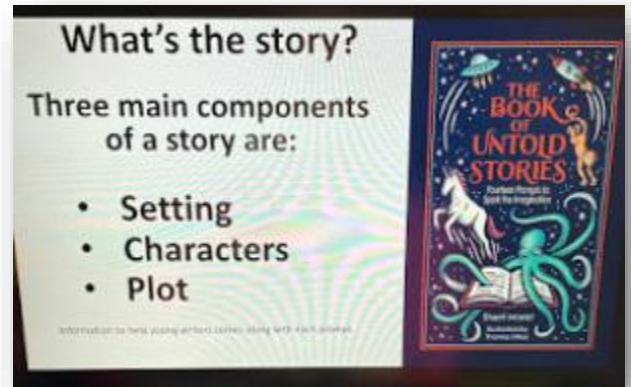


Imagine Yourself an Author: Opening Your Mind to New Possibilities!

At this fun and interactive SEE Seminar, elementary students met Sherri Maret, a published children's book author from central PA. Students learned about the stages of writing a children's book, from the ideas and storyboard to the importance of the plot, setting, and characters. Time was left for questions and answers with Sherri. Students left the Zoom seminar equipped to write their own stories!

Student Comments:

- I learned that publishing is not as easy as it seems. It takes a very long time to publish a book and it is a very difficult process.
- I enjoyed learning about the process of writing a book, from the idea to the publishing.
- I want to remember to never give up.
- Revising is the hardest part in making a story, but it is critical.
- I would like to remember that there are books out there that help you write stories.
- I learned that writing/publishing stories is challenging. I learned that to make it as an author I need to try hard and practice.
- I learned that typically you would need someone to help illustrate your story.
- To make the world better, I could share my books with other people to make their day brighter.
- The presenter helped by explaining the steps she took to write, revise, and publish her books. If I could have a one-on-one conversation with the presenter, I would ask her what was her inspiration for her books and how did she come up with ideas for the books.
- The presenter helped me know that there is a lot more to a story than just writing words.



Tapping into the Science of Maple Syrup

At this “sweet” seminar, students learned about the history, tapping, collecting, boiling, finishing, and candy-making stages of maple sugaring. The science and history of this agricultural product were described in detail by naturalist, Lisa Sanchez.

Student Comments:

- I want to remember that tapping maple sap does not hurt the tree.
- I will remember that people have to do so much to get the maple syrup.
- It takes 40 gallons of maple tree sap to make 1 gallon of maple syrup.
- To make the world better, we can stop consuming the artificial maple syrup, and I can tell others all the benefits from the real maple syrup.
- Ms. Lisa Sanchez taught me about “sapcicles” which are frozen sap icicles.
- Our presenter increased my knowledge of maple syrup production. I would like to know why you can't make syrup from some trees. In general, I would like to learn more about the topic of maple syrup. It was an interesting topic.
- I would like to learn more about the maple syrup process.



Odds and Ends End in Odd Puppets - A Hands-On Session of Turning Trash into Treasure

At this fun and creative seminar, students discovered how simple objects found around the house can be made into puppets and created simple characters through the magic of animating them. With help of Jenny Hill, they explored sustainability, recycling, and history through this unique and creative approach.

Student Comments:

- I would like to remember how puppets need to have weight, breath, and focus
- I would really like to remember that when you're performing, the audience is waiting for you.
- I would like to remember to not always throw away something but think if a new life for the object.
- I want to remember that imagination is the best thing ever!
- I could use it to use my imagination and think differently in real-life situations.
- You can reduce litter by reusing trash and making it into a puppet.
- To make the world better, you could use what you have to make a great invention. Just like you make a puppet with recycled materials.
- The presenter helped because she was very encouraging and it was cool to see her puppets, and seeing her puppets helped to inspire me. I would ask her what her inspiration was to make trash into puppets.
- I wouldn't have thought of some of these things if the presenter hadn't inspired me.



Birds, Wildflowers, and Spring!

Spring is a perfect time to appreciate the beauty of nature and better understand our outdoor environment. With Park Naturalist Lisa Sanchez as our virtual guide, students learned about the birds in their backyard and about their life cycle, features, habitats, identifying characteristics, etc., along with a video look at bird nests and the eggs within them. There are signs of spring everywhere if we slow down to look, learn, and enjoy!

Student Comments:

- Chickadees are named that because the sound they make is "Chickadee dee dee."
- I learned that owls don't make the sound I hear every morning. They are mourning doves.
- If you want to save birds you can make boxes and they can live in them for shelter.
- The reason that bald eagles are called bald is because they were named in a time when bald meant white.
- I learned that there is a law that you can't hurt songbirds, and that there are two types of birds that are not protected by this law.
- Birds don't stay with their parents for their whole life.
- I would like to make a bird house for the types of birds that live in cavities.



Middle School SEE Seminars

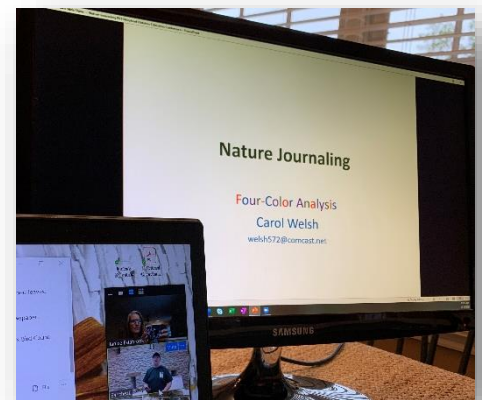
(Grades 6-8)

The Art of Nature: Journaling and Drawing to Capture Nature at Its Best

Park Naturalist, Lisa Sanchez, shared how we can learn a great deal about our environment by watching and recording our observations. Using Dr. Carol Welsh's Four-Color Analysis, students explored how to deepen the journaling experience - no matter the topic. Websites and practical resources were shared for use after the seminar.

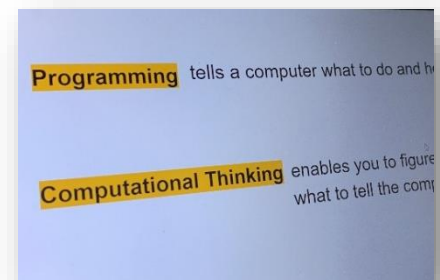
Student Comments:

- I learned different ways to record what you see and find in nature. I can use them to keep track of my thoughts and to learn new things.
- Today I learned about spotted lanternflies. I can use that information to tell more people to try to kill them because they cause damage to plants, especially trees.
- I learned way more about the spotted lanternfly than I ever have before. I learned about the origin and the development of the insect. I can use this information in the world of nature to help protect our environment to get rid of these harmful bugs.
- I learned different techniques for nature journaling. I will spend free time nature journaling and use it as a calming technique.
- Lisa Sanchez helped to teach me a lot of different ways to record what I see in nature. She showed me how I can take the time to notice and appreciate little things using Four Color Analysis.



Ozoblockly Ozotown

Ozobot is a robotic platform that empowers coding & STEAM education for K–12 and allows students to program and code with a virtual Ozobot rather than a real one. During this online seminar, students learned how to build Intermediate-to-Master Ozoblockly skills which included following lines, intersections, timing, and more. Judy Craig, IU13 STEM Consultant, guided students using the Core Coding Curriculum from Ozobot. There was differentiation built into this experience that allowed for differing abilities and coding backgrounds.



Student Comments:

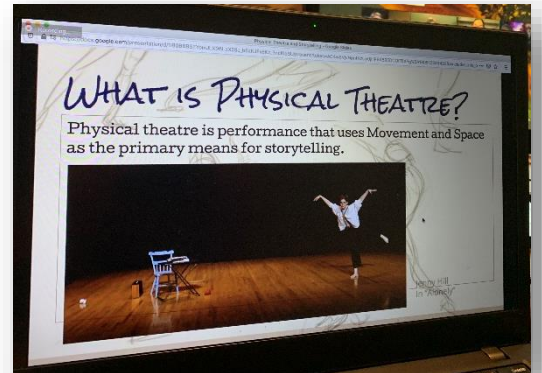
- I learned how to use computational thinking to code better. I will be able to use the information I learned today in STEM class and many of the various activities I do at home.
- I learned that it is ok to make mistakes and working with a partner can help you with that.
- One of the first things we covered about coding was that mistakes were bound to happen, and the best thing you can do is learn from them. Not only can I apply this to coding, but I could probably use this piece of advice in every field of life. Making mistakes is natural and one of the best ways to grow and learn, which is something everyone should hear.
- I learned how to loop basic algorithms.
- I learned a bit more about how the order of code and how a bot reads it can change the outcome of something. I always liked coding and stuff like this so I feel like this is good info to know.

Physical Theatre and Storytelling

In this active session led by Jenny Hill, participants learned a little history of physical theatre, explored some of the techniques and concepts, and collaborated to create a movement sequence that told a short story.

Student Comments:

- There is more to art than what meets the eye. This can help you be creative.
- I learned that physical theater leads into storytelling. We could all use storytelling to become close to others.
- I learned how to have a stage presence and I can use that when presenting things.
- Ms. Hill opened my eyes to new arts.



General Cadaver Demonstration

During this seminar, students were taught how the vital organs of the heart, lung, and liver impact the overall health of our body. While interacting with a medical professional from St. Louis University and respectfully viewing a cadaver, students learned how disease in one organ system can negatively impact other organ systems and how those organ systems can relate to various human diseases.

Student Comments:

- Something that I learned today was how drinking, smoking, and unhealthy foods can have negative effects on mental and physical health. I always knew that you should be aware of what you are putting into your body, but this seminar really put things into perspective with how detrimental your actions can be. For example, the fact that excessive drinking can cause brain damage, smoking can discolor and damage the lungs, and that too many fatty foods can lead to heart failure. This knowledge can help me because it has made me more aware of how important physical and mental health is, and it inspires me to share this information with other people so they are aware of it too.
- I learned how blood is oxygenated and how a disease can disrupt this. I can use this to help myself by being more self-conscious about my lifestyle and personal choices.
- Mr. Vollmer helped me today by answering some of my more difficult questions and by speaking in a way that was informative but not weird, which was nice considering the seminar was about a cadaver.
- I learned how all parts of the body are interconnected, and how poor habits like smoking, bad dietary choices, and not exercising affect your body in bad ways. I will use this information as a reason to make smart choices about my health.



Shakespeare on Your Feet

At this interactive SEE Seminar, students learned that Shakespeare is not only for elite intellectuals! Led by a Shakespearean actress and director, Laura Howell, participants learned how to breathe life into Shakespeare's texts and characters and discovered the poetry and deep humanity of his words as actors still do today.

Student Comments:

- I learned about the unique style that Shakespeare used to write, and I can use that to write uniquely on my own.
- I learned that the way you say words can affect their connotation. I can use this when I am in a musical to make my lines more effective.
- I learned why people still love Shakespeare to this day, and I also learned how to show more emotion when acting in a play.
- Ms. Howell helped me understand why tone is so important when reciting plays.
- Ms. Howell helped me learn how to really tap into my emotions when performing and how to better understand Shakespeare's thought process.

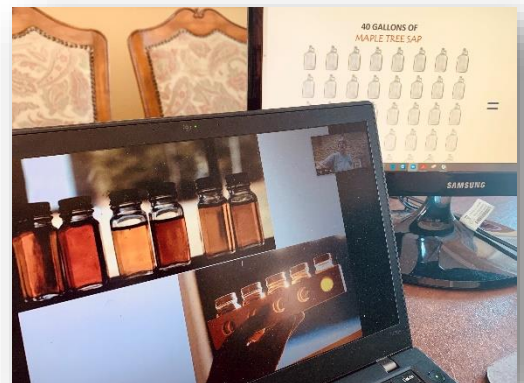


Tapping into the Science of Maple Syrup

At this “sweet” seminar, students learned about the history, tapping, collecting, boiling, finishing, and candy-making stages of maple sugaring. The science and history of this agricultural product were described in detail by naturalist, Lisa Sanchez.

Student Comments:

- I learned how pipes and water gallons are used to store the sap when it comes out of the tree. I can use what I learned today to help the world understand how important trees are and that we are not hurting the trees by poking holes in them to get sap out of the tree.
- I learned that before we get to have the maple syrup that we know and love, there is an extremely long process that goes into it. I can use this knowledge to go maple syrup tapping some day and get natural syrup with my family.
- I learned about the tools used to collect the maple sap. I can use this and other information to help my grandpa because he makes maple syrup.
- I learned that pure maple syrup is tasty and healthy.
- SEE seminars allow you to be more hands on and visual. Having a guest speaker makes things more interesting. It feels like a special occasion, and that makes learning more fun. It isn't every day you get pancakes during class.
- This presenter, Lisa Sanchez, was amazing. She did a fabulous job. I would give her five out of five stars because she really explained the process well.



Stories of African American Resistance and Success in Lancaster

Based on family memories and thorough research by prominent local historians and members of the African American Historical Society of South Central PA, this unique and interesting presentation focused on events between 1780 and 1950 and revealed long-hidden stories about the brave entrepreneurs, abolitionists, and others who helped end slavery in Lancaster.

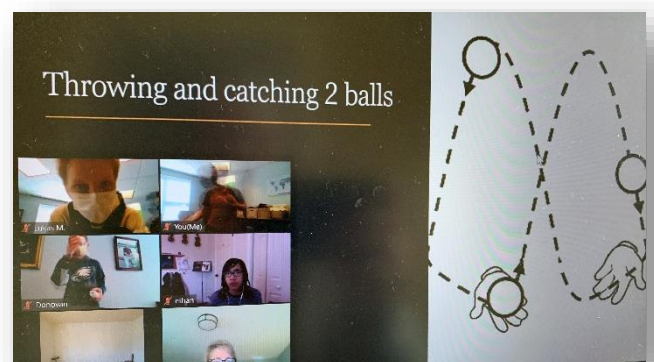
Student Comments:

- Today I learned about the bedrock of Lancaster and how it was built by African American hands. I can use this knowledge to help spread awareness in my community of racial history.
- I learned how African Americans were mistreated and the laws to them were unfair. I can use this knowledge to have a better understanding of our past.
- I learned about different black abolitionists, entrepreneurs, and athletes that made a difference in Lancaster's history. I can you what I learned to further research and share with my family.
- I learned that the Jim Crow Laws were more oppressive than I thought.
- I really liked learning about how people of color lived their lives. I knew before it wasn't the same as white people, but it was so amazing to learn how different it was. I would love to use that information to know the struggles of POC so that I know better how they were treated and how they feel.
- I learned about influential people in Lancaster and stories about people in our towns and area. I can't wait to share these stories with my family when we drive through the city and there are buildings like the Fulton with such interesting stories.
- I learned that there are many people that have persevered. I can use this as inspiration in my day-to-day life to get through things I am struggling with.
- Today, I was able to see and interact with real people, who are experiencing and living with these events, whereas in normal school, I'd be limited to websites and videos talking about the issues, with less interaction with actual people, and their personal experiences.



The Noble Art of Juggling

Juggling is an artform that has been around for centuries and has entertained audiences in every corner of the world. SEE Participants learned a few basic patterns, some philosophy and history behind juggling, and its contributions to society. They were also introduced to the work of Spark Circus which brings together an international team of circus performers to bring joy and healing to refugee populations. Chris Tamburro taught us that juggling takes a lot of practice, but it can also build motivation, self-confidence, and concentration!



Student Comments:

- Today I learned the art of juggling and how it is important. This can help my family and I. This is something that you need dedication to be able to be good at.
- I learned how to juggle today. I can use these skills that I learned from juggling to help me relax or stretch for other activities.
- The presenter did a really good job showing his skills and answering questions. He did a great job teaching us how to juggle.
- I learned the basics of juggling. I can use it to have a lot of fun and to improve my coordination.

Amabie & Japanese Folk Monsters

Japan is an ancient country with many gruesome legends and folklore monsters (called *yokai* in Japanese) lurking at the top of hills, hiding behind boulders, and swimming in rivers. In this session, we will focus on **Amabie** (pronounced *ah-mah-bee-eh*), a three-legged, scaled sea monster who first appeared in western Japan more than a hundred years ago. It promised to protect people from plague, and Amabie has become a good luck charm during the pandemic. We will learn the full story, draw our own Amabie plague charms, and put on a creative “Zoom play” to retell the legend with lighting and sound effects. We will also discuss how Japan has used Amabie to share public health messages during COVID-19.

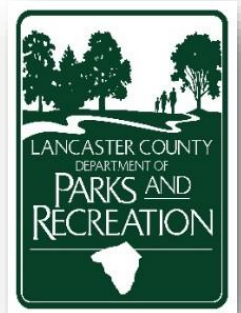


Student Comments:

- I learned about Japan Yokais which are basically monsters. I can use what I learn for an essay or question I have to answer based on Japan.
- Today I learned that lots of Pokémon are based off of Japanese yokai! My little brother absolutely loves Pokémon and now that I know more about the yokai they are based off of I can teach him about it.
- Something I learned today is during our skit one of our character's mics was not working so we had to quickly adapt to having someone else fill in. I will use this skill to know that not everything is always going to go according to plan but I have to be a problem solver.
- One cool thing about learning from a SEE Seminar is you get to interact with other students who like the same things as you.

Birds, Wildflowers, and Spring!

Spring is a perfect time to appreciate the beauty of nature and better understand our outdoor environment. With Park Naturalist Lisa Sanchez as our virtual guide, students learned about the birds in their backyard and about their life cycle, features, habitats, identifying characteristics, etc., along with a video look at bird nests and the eggs within them. There are signs of spring everywhere if we slow down to look, learn, and enjoy!



Student Comments:

- The bird species we see daily are much more interesting and beautiful than they are given credit for. This knowledge can help me teach others the beauty of the unrecognized world around us. It can help teach people to look more closely at the things we take for granted and give them the credit and attention they deserve.
- I learned about many different bird calls, which can help me when I am identifying birds with my dad on hikes.
- Ground ivy can be used to make tea, and I will use that to make healthy drinks.
- A benefit to learning through a SEE Seminar is that they are very in depth and can meet the curiosities of gifted students, whereas a regular school environment might not cover that.
- If I could, I would ask Lisa to talk more about why some birds try to ‘fight’ their own reflection and if they can get hurt doing that. I’d also like to learn more about how I can help with the endangered bird population.
- Lisa Sanchez is very knowledgeable and an amazing presenter!

High School SEE Seminars

(Grades 9-12)

The Art of Nature: Journaling and Drawing to Capture Nature at Its Best

Naturalist, Lisa Sanchez, shared how we can learn a great deal about our environment by watching and recording our observations. Using Dr. Carol Welsh's Four-Color Analysis, students explored how to deepen the journaling experience. Websites and practical resources were shared for use after the seminar.

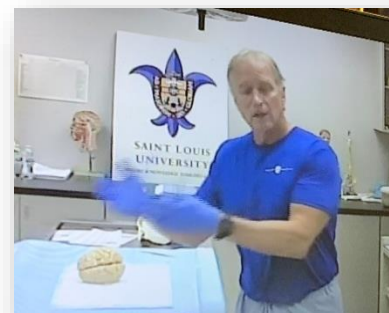
Student Comments:

- I learned to expand my idea of journaling. Usually, I just write my thoughts down, so journaling is usually about taking my internal environment and putting it down on paper. But in this seminar, I learned that journaling can be just as much about your external environment.
- I learned that doodling and painting while listening actually helps me focus.
- I learned about some resources, including apps and field guides, that I can use to identify birds, bird songs, and other parts of nature. I will definitely use this to help myself in identifying what I see in nature.
- I learned about using the Audubon app to play bird sounds and attract them to me. I can use it with my parents when we sit on the front porch and watch the bird feeders.
- I liked learning to take time to slow down and enjoy nature. It was a good prompt that I'll consider even more in the future when I'm just going about my day.



Anatomy of the Brain

Using a state-of-the-art high-definition videoconferencing system and led by a medical professional from Adventures in Medicine & Science (AIMS) at Saint Louis University, this informative time of distance learning gave students a look at the anatomy of the human brain and the nervous system. Human cadaver specimens were used to demonstrate nervous system anatomy and physiology in addition to pathological specimens to illustrate various clinical problems including meningiomas, hydrocephalus, and stroke. This interactive seminar allowed high school students to evaluate their interest in the medical field as a career as well as better understanding their own bodies.



Student Comments:

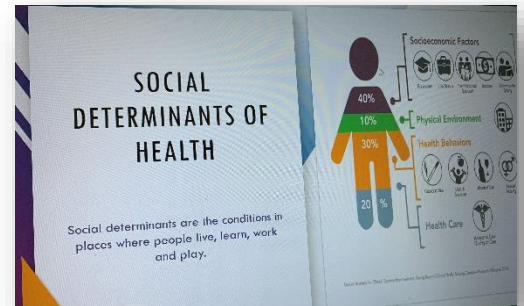
- I learned about the fatalities of concussions, drug use, and brain trauma can do to any part of the lobes. Depending on which lobe of the brain was damaged, is dependent on what each lobe controls of what part of your body. I can use this information to minimize risks from potential activities that could affect my long-term health.
- I learned how the brain functions and develops. I hadn't previously understood how the brain develops from the back to the front. This really helps me understand how decisions are made by teenagers because their brains are not fully ready. I am more aware now that decisions I make might not be totally sound. This realization will help me and my friends when making important/potentially risky decisions.
- I learned about exactly how drugs and alcohol can affect the brain, and I can use that to make better decisions about drugs and alcohol in my future and warn my friends about the effects.

What is Health Equity?

High school students explored and learned about what health equity means and how it is relevant to the medical field. Partnering with the Pennsylvania College of Health Sciences, they learned some key public health-related terms, talked about social determinants of health, and discussed the role of implicit bias in healthcare.

Student Comments:

- Today I learned about the ideas of equality and equity, and the difference between the two. In my previous idea of equality, I did not understand that the intentions of "equal" are in most cases not actually equal. A singular amount of something for everyone is not equal because everyone has different needs. Equity is really what people should consider when trying to be fair or "equal" towards everyone. Instead, people should take into account equity.
- Equity considers the many factors that play into people's needs or concerns, which allows for correct amount distribution to individuals across the board.
- I learned about the different types of bias. I can use this information to now be more careful when making decisions that could impact others. I need to be aware of what bias I, and others, have beforehand.
- The most interesting thing I learned today was that the Harvard implicit bias test is a thing. I think that a tool to help one consider their own biases is a valuable asset for even just day to day life.
- I did not realize the deep racial bias that remains in this country. I want to learn more about how we can change this stigma.



On-Camera Acting & the Making of Calf Rope

Led by film director/acting coach Bradley Hawkins, attendees learned how to adjust stage-acting techniques for the camera. Mr. Hawkins offered training on what casting directors and film producers look for when auditioning talent for on-camera projects. He also shared a behind-the-scenes look at his latest award-winning film, **Calf Rope**, which was viewed during this seminar and included a very interesting Q&A session with other members of the cast.

Student Comments:

- Today I learned about some different ways to present myself in the context of a film audition. I can apply these strategies in my everyday life during interviews and such.
- I learned how important the process of auditioning is in an actor's world. I also learned some tips if I find myself in front of a camera. These tips will help me be more confident in other scenarios as well.
- I learned to be mindful of the inflections of my voice in order to give a better first impression.
- Mr. Hawkins gave me a lot more knowledge about acting and the acting world as well as insight on what happens behind the scenes. He offered ways to stay connected and get involved in film.



Specialized Discussions in Health Care

This informative seminar, led by professionals from the Pennsylvania College of Health Sciences, focused on two areas: sonography (ultrasound) and newborn care.

Student Comments:

- I learned about two areas of the medical field and got some insight in the many areas of the medical field and I can use this information to help me decide what I want to do in the future.
- I learned about different types of sonograms and ultrasounds.
- I learned from professionals instead of second-hand sources which makes it a more focused and less vague experience.
- I enjoyed hearing from professionals and people who work in this field every day and are passionate and educated in the topic.
- The presenters from the college helped me gain more insight and interest in the medical field and gave me options to learn more.

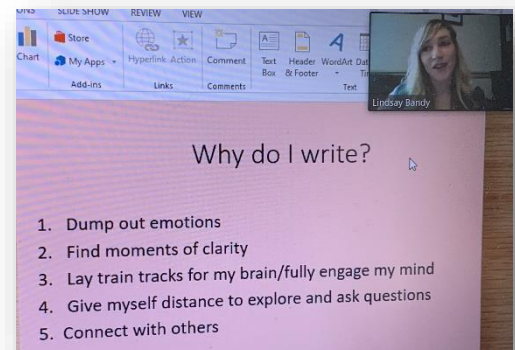


Writing Life

In this interactive seminar featuring examples and writing prompts, Young Adult author Lindsay Bandy explained how writing has become not only her career, but a way of life that has helped her to overcome severe anxiety, explore life's big questions and emotions, and form deep and often surprising connections with readers.

Student Comments:

- I learned how common it is for gifted kids to feel emotions more intensely and deeply. That was comforting to me because I worry that I always overanalyze my emotions and question why I feel a certain way when it doesn't seem to be something other teens are dealing with. This may help my parents understand me better as well because they just think I overthink my emotions and make them into more than they actually are, but my brain is hardwired to be more emotional.
- I learned that writing fiction can reveal truths about yourself and help you deal with your emotions and past. I can use this to help myself because I can write fiction to uncover my thoughts and understand what other people go through as well.
- I learned how writing can help you connect with others and explore your mind. I can use what I learned to help others feel less alone and make new connections. I can also use it to find myself and adventure into my emotions.
- The presenter was honest and relatable. I really appreciated the Jamboards because they allowed us to communicate with the written word instead of having to verbally speak.
- The presenter helped me learn more about myself and feel less alone.

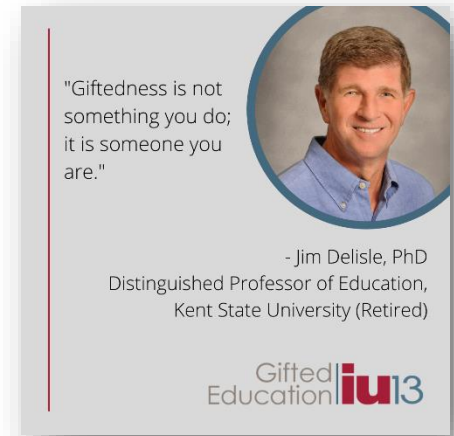


Gifted and Teenage Too: Striking the Right Balance at Home and School

Dr. Jim Delisle was our guest for this informative and reflective SEE Seminar. He discussed the importance of balancing the rigors of school life with the need for relaxation and personal growth for intellectually gifted students. Students left with valuable strategies and suggestions on how to make their lives fulfilling and enjoyable - academically, socially, and emotionally.

Student Comments:

- Today I learned that people who are gifted might not be automatically “smart”, but they have an abstract way of thinking. I could use this to help myself but not putting too much pressure on me to be the best out there.
- Today I learned that giftedness comes in different forms. I learned that what how I feel as a gifted person is justified and how to navigate through them.
- I learned that there are more people like me out there and that there are other people who would like to talk about big-picture ideas and philosophical questions. I can use this to help myself by allowing myself to talk to other people about these ideas, instead of keeping them bottled inside for months.
- The presenter helped me see a different way of seeing the world from my point of view.
- The presenter helped reassure that my feelings were justified and that I'm not alone.



Sports Medicine Cadaver Demonstration and Effect of COVID-19 on the Lungs

During this highly engaging and practical discussion of anatomy through the Adventures in Medicine & Science program at St. Louis University, high school students had the chance to see what happens to a body that experiences a variety of sports injuries. Ray Vollmer led this informative session using high-definition cameras from the lab to highlight anatomy while sharing vocabulary and answering questions. During this time of COVID-19, Mr. Vollmer also focused on basic lung and heart anatomy and how they can be attacked and damaged by the coronavirus.



Student Comments:

- I learned about the way the ligaments are attached in the knee and how that is different for each gender. In the future, I would like to pursue the topic and I hope that my health-related career will eventually help others.
- We first learned about the different ways that the coronavirus affects the human body. Then we learned about common sports injuries and the tendons and ligaments that they are involved with. As I plan to follow a career path into the medical field, this exposure at all is great!
- I learned about what a knee replacement looks like, which will really help me to understand what my Uncle will be going through because he is getting a knee replacement in about a month. I took a few pictures of the zoom screen with the knee and I am excited to show my family!
- The presenter today helped me understand more about the human body so that I can better understand my own body and thus take better care of it.

What makes SEE Seminars valuable to you as a student?



“SEE Seminars are interactive, open to thoughts without being criticized, engaging and enjoyable.”

“Learning at a SEE Seminar is a burst of learning within a stress-free environment that teaches you a decent amount of information within a short time.”



From students...How do SEE Seminars differ from the classroom?

- An advantage to learning through a SEE seminar is that there aren't exact guidelines to follow so I can explore my interests.
- I appreciate how SEE Seminars connect us directly with presenters who work directly in their fields. It provides an interesting new perspective on the topic.
- The benefit from a SEE Seminar is that it feels as if everyone in attendance is genuinely interested in what is being talked about. I felt in my zone and aware of what the speaker was talking about. The speaker was also very interactive and an immense inspiration in work ethic and understanding.
- Like with the other SEE seminars I have attended, I greatly appreciated how this one connected us with someone that works in this field every day and has a very specific realm of knowledge that we can learn from.
- I feel like a SEE Seminar is more open for discussion and easier to ask questions. Having access to a person with so much knowledge is an amazing opportunity.
- An advantage to learning through a SEE seminar is that it can go a lot more in-depth than the normal school environment. This was evident in the seminar I attended, as cadaver specimens were used as part of the lesson, which would not have been possible in the normal school environment.
- One benefit to learning through a SEE Seminar as opposed to studying a topic in a normal school environment is that I can ask more specific questions in a SEE Seminar because the individual is more experienced in the topic they are teaching and have different experiences that my teacher doesn't have.

What do presenters say about the SEE Program?

Lisa Sanchez, Park Naturalist at Lancaster County Park’s Environmental Center, shared this: “SEE seminars offer students a variety of environmental education opportunities throughout all seasons. The inside and outside learning experiences engage and challenge students to explore the diversity of nature. I enjoy the excitement, curiosity and questions that the students bring to the class. I look forward to seeing students and teachers that come back to the programs year after year, and they even remember what they learned in the past. Helping and watching students of all ages develop a sense of wonder while learning about the environment is always a great day. Thank you for providing these educational experiences.”

Melissa Greene, presenter of “Changing Our Lives... Through Writing” seminar, shared this: “What an honor it is to teach students at SEE Seminars! It’s rewarding to gather with new friends, paper and pencils in hand (technology set aside) to focus on freedom of expression rather than grammatical rules and creativity rather than conformity. I am particularly thankful to be part of a program that values originality, independent thinking, and the depth of feeling necessary to create, freely and openly. When I receive the students’ reflections following our seminars, I know we have been successful in connecting with the ‘whole’ student, both mind and heart. Thank you, IU13, for this important opportunity.”

Deborah Smith, Rock Ford Plantation, Lancaster County Park, offered these thoughts: “When educational organizations collaborate, they are able to provide greater opportunities for students than if they had worked independently. Rock Ford is pleased to partner with IU13 in offering SEE Seminars to students. Together, we provide innovative programs for students in which 18th century history is the foundation for their experiences. Whether it is dramatizing the trial of Major John André, participating in an archaeological “dig”, or immersing themselves in the architecture and interior of a historic Georgian mansion, SEE students adapt quickly to the unique environment and learn with a new appreciation of place and time. With the logistical and instructional support that the SEE programs provides, students have a deeper understanding of their culture and its relevance to their lives.”



What do students say about the SEE Program?

The following information was compiled from the **2020-2021 ELEMENTARY SCHOOL** Learning Reflections submitted by the students after each SEE Seminar/Program.

The percentage reflects **Strongly Agree** or **Agree** responses:

- 90% I learned new information, and we talked about things I had never thought about before today.
- 94% The presenter helped me learn about this topic.
- 90% The topic of this seminar was very interesting.
- 73% I felt comfortable enough to ask the presenter a question if I had one.
- 82% I enjoyed having the chance to hear ideas from students who attend other schools.
- 67% After today, I will see if I can learn more about this subject.
- 78% I will share what I learned today with someone else – someone at home, my friends or my teachers.

*“Ideas are expressed in a new and creative way at SEE Seminars.”
~ IU13 Elementary SEE Seminar Student*

The following information was compiled from the **2020-2021 MIDDLE SCHOOL** and **HIGH SCHOOL** Learning Reflections submitted by the students after each SEE Seminar/Program.

The percentage reflects **Strongly Agree** or **Agree** responses:

- 93% This seminar covered a topic in a way that was more in-depth and detailed than I have studied before.
- 88% After today, I would like to learn more about this topic.
- 97% I gained new insights based on information from the presenter and/or from other students in attendance.
- 87% I will share what I learned today with someone else -- someone at home, my friends, or my teachers.
- 84% I will be able to use what I learned today as I work on an assignment in school or a project/hobby at home.

*“I am so excited for this SEE seminar! You guys always do a fantastic job of presenting and organizing these SEE seminars! We really appreciate it!”
~ IU13 Middle School SEE Seminar Student*

“Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences.”

- Dr. Annemarie Roeper, 1982

How do teachers feel about the SEE Program?

"Academically, the students gain experiences and learning opportunities that directly relate to their curriculum, but they gain these experiences by actively doing instead of passively learning. The real-world experiences that the students gain through these seminars furthers their understanding of the topics on a much deeper level."

"I find that one of the many benefits of the SEE program is that our gifted students get a chance to network and work with students with GIEPs from other districts. It is a unique opportunity for them to branch out beyond their home districts."

"Many of the seminars were interactive and engaging and had some component of hands-on response. It was great when there were things students could continue to work on independently after the seminar! The variety of topics was great and the students who attended were interested in the subjects being presented." (Virtual seminars 2020-21)

"I have been a part of a couple different IUs during my time as a teacher in PA. Without a doubt, IU13 has been the most welcoming and supportive place for gifted students. The SEE seminars give our students a chance to explore potential career paths while deepening their understanding and knowledge about topics and subjects as well as themselves."

"While I would like to get back to a sense of 'normal' soon, I love having access to these online seminars. It would be nice having these virtually available in the future to allow for more students to participate. I love that we had broad participation this year. Limiting numbers for the most popular seminars has been tough in past years." (Virtual seminars 2020-21)

"Students grow academically, socially, emotionally, and are exposed to career opportunities through these seminars. The learning experiences that they have at the seminars are ones that could not be replicated inside the classroom, as they are all real-world, hands-on experiences that utilize the community and professionals within that community."

"I can personally attest that two of my students have pursued intensive, specialized, post-secondary education as a direct result of having attended a SEE Seminar on a topic that was completely foreign to them. The first student graduated in 2004, pursuing an undergrad degree at Bucknell, a master's at Purdue in Geology, and is completing a doctorate at IUPI. She has studied at the North Pole, in an extensive placement, as well as numerous other digs, and attributes her love of rocks to the Millcreek Stream SEE Seminar in 2004.

The second student walked away from a full-ride scholarship to Franklin and Marshall after three years because he couldn't stop thinking about making watches at the Lyceum in Lititz. He attended the SEE Seminar on watchmaking on a whim during his senior year in high school, and will graduate as a high-end watchmaker, with a guaranteed job pursuing his passion."

"The elementary seminars this year were totally awesome because they were engaging. They had the kids up and moving and provided handouts for the kids to use throughout the experience. I loved that we had more opportunities for elementary students and that any number of students could attend. It didn't matter if students were in school or at home. The virtual seminars made it more equitable because, in the past, I always had students who couldn't attend because of transportation issues." (Virtual seminars 2020-21)



I've worked with gifted teens for 35 years and, in that time, I have never witnessed an enrichment program for talented adolescents that is more focused, substantial and engaging as the SEE seminars. Indeed, the SEE program is a model that school districts nationwide should emulate. I wish I could clone it across America."

- Dr. James R. Delisle, Advocate for Gifted Children, Teacher, Professor, Author and IU13 SEE Presenter

