

Renzulli's Enrichment Triad Model

Type 1 Enrichment Activities are designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not be covered in a regular classroom. Type 1 experiences can involve the following:

- Contacting speakers.
- Arranging demonstrations, trips, and/or performances.
- Using varied materials such as films, slides, videos, print and non-print media.

Type 2 Enrichment Activities promote the development of thinking and feeling processes such as:

- Creative thinking, problem solving, and critical thinking skills.
- A wide variety of specific learning how-to-learn skills.
- Skills in the use of advanced-level reference materials.
- Written, oral, and visual communication.

Type 3 Enrichment Activities involve pursuing “self-selected” areas (within guideline topics) for advanced content acquisition and process training in which students assume the role of first-hand inquirer. The goals of these type activities include the following:

- Providing opportunities to apply interests, knowledge, creative ideas, and task commitment to a selective problem.
- Acquiring advanced-level understanding of knowledge (content) and methodology (process).
- Developing authentic products.
- Developing self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision-making, and self-evaluation.
- Developing task commitment, self-confidence, and feelings of creative accomplishment.

Renzulli's Enrichment Triad Model. Retrieved September 17, 2007, from The Education of gifted and Talented Students in Western Australia Web site:

http://www.det.wa.edu.au/education/gifttal/provision_provtris.htm