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The Lifelong Learning Journey

Penina Kiss & Jennie Quinn

Welcome to the final edition of the WTW newsletter for 2024, the end of the year is just around the corner. As a committed lifelong learner, I recently completed postgraduate study in Neuroscience and Education. The final topic, Educational Psychology, had a profound effect on me due to course convenor, Professor Huy Phan's unique style of course facilitation. His delivery felt intimate and personal, as though you were a trusted friend sitting around the table at a dinner party hearing theoretical viewpoints and conceptualisations vividly illustrated through stories and anecdotes. I was hooked!

Completion of the course required the submission of a group assignment. Fortunately for me, Professor Phan espouses that individual skill sets can be enhanced by those of a significant other and for me that person was Miriam Avery. Miriam is a remarkable educator, caring deeply about the students and adults she works with, understanding concepts of Country, culture, mindfulness and respect like no one else I have encountered. I am grateful to her for sharing her wisdom and teaching me to listen deeply.

With Miriam's blessing, the introduction to our group assignment is shared today for your consideration in the context of better understanding First Nations students who in Australia are considerably underrepresented in gifted education programs (Cooper, 2005; Townend et al., 2021 and Thraves et al., 2022)).

Background

Dadirri is one of several forms of Indigenous mindfulness concepts that incorporate deep listening for First Nations peoples. On the lands of the Gathang speaking people of the Warrimay (Worimi), Birrbay (Biripi, Birpai) and Guringay nations, the single term Ngarra is used to describe the act of listening, hearing, thinking, remembering, and knowing (Lissarrague, 2010). Paying attention to all the senses as part of listening, hearing the inaudible. Taking time to process the unspoken. Deep listening in its varying forms is a critical expression of culture for many of our First Nations peoples.

Introduction

Close your eyes and imagine life before time, in our ancient Dreaming. The darkness of mother earth, with the creator, Bayami (great spirit) breathing life into the mother.

For the Warrimay and Birrbay people of the Mid North Coast of NSW, Bayami is the creator, like a father and along with the mother earth (Barray), provide for their kin. In a relationship of symbiosis, we are required by lore to take care of our mother, our Country. We are a part of Country, and Country a part of us. Through this genuine connection with Country, we are provided with our physical and spiritual needs. If we care for our mother, she will provide the food and resources to nourish us. If we do not take care of our mother, she will become unwell and will not be able to provide for us. We know what she needs through Ngarra, deep listening. "For Aboriginal peoples, Country encompasses and consists of land, water, sky, animals, plants, stories, songs, intuitions, feelings, etc., as they exist in flowing, mixing, merging waves of resonating place-time." (Paradies & Joyce, 2024)

For many First Nations people, the calling to listen comes from a place of despair. If we are not heard, we cannot fulfill our roles as the custodians and caretakers of our country. It is in our stillness and silence that we hear the whispers of our mother, our ancestors, calling for us to listen with them. In the stillness comes a sense of wholeness, calm, and peace. Through years of assimilation and detachment from our families, people, languages and Country, we are now at a critical stage in time. We are losing our old people. Our stories, our endless streams of knowledge are moving on to another place and time without us. They call us in our silence. They whisper in the wind to bring us home. Their voices echo in our heads of the stories we have been told. We bury our feet in the earth, deeply connected. We feel what she is saying. We hear what she is saying. The stillness and sense of complete calm when we let her take away our worries through burying our feet in her soil. Through smoking ceremonies, where the bad things that taunt us are taken away with the smoke to be dealt with by our ancestors. We are left cleansed and renewed. We sing, we dance, we move with Country.

In our Western education systems, we are too busy to stop and listen. The children we see in our classrooms do not know where they fit in our society. Made to walk in two worlds, home, where they are immersed in culture, and school, where they learn to suppress it. The proposed inquiry seeks to unpack the interrelationship between Dadirri and Ngarra, two examples of profound Indigenous mindfulness concepts described for this essay as Cultural Listening Meditation (CLM), both deeply ingrained within the cultural fabric of First Nations peoples. Through delving into this concept, we aim to illuminate the role of enhanced mindfulness practices and the wellbeing of First Nations students within educational settings. We aspire to foster cultural continuity, holistic development, and a sense of belonging for First Nations youth, contributing to more inclusive and empowering educational experiences.

Please enjoy our December offerings. Hasan Akdeniz tackles the issue of Fostering Innovation in Gifted Education, Magalie Pinney explores the twists and turns of life's journey and the richness that neurodiversity can add and Najla Mohamed AlOwais, Noora Anwahi, Mariam Al Jaber, Al Zahra Al Jaber and Rhoda Myra Garces-Bacsal present an article and diverse picture book list for gifted learners based on the United Nations Sustainable Development Goals (SDG).

We hope you enjoy the December edition. Along with the WorldTalentWeb team, Penina and I wish you a peaceful holiday season inspired by the spirit of Dadirri and Ngarra. Our very best wishes for the new year and may the learning journey continue in 2025.

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Fostering Innovation in Gifted Education

Hasan Akdeniz, Ph.D.

EduResearchLab & Prof. Dr. Aziz Sancar Science and Art Center

Creative problem-solving (CPS) and innovation are at the heart of transformative thinking, empowering individuals to address complex challenges with fresh ideas and practical solutions. CPS is a cognitive process that generates novel and valuable solutions to complex or ambiguous challenges. This method goes beyond conventional thinking patterns by encouraging individuals to engage in divergent thinking (generating a wide array of ideas) and convergent thinking (refining and selecting the most viable ideas). In educational settings, CPS often involves structured frameworks, like the Basadur model, which provides stages for defining problems, generating ideas, conceptualizing solutions, optimizing them, and implementing them. CPS fosters flexibility, critical thinking, and adaptability, helping students develop skills that can be applied across various real-world challenges.

Innovation refers to the successful implementation of creative ideas that generate new value. Beyond simply generating ideas, innovation focuses on creating tangible impacts through products, services, or processes that respond to specific needs in communities, organizations, or industries. In education, fostering innovation means equipping students with tools and mindsets that encourage them to turn creative insights into practical solutions, promoting growth and adaptability in a rapidly changing world.

Overview of Creative Problem Solving

To foster creativity and innovation effectively, CPS operates as a structured process that guides students from identifying initial challenges to implementing concrete solutions.

Figure 1. Basadur CPS Model. (A Creative Problem Solving & Innovative Thinking Process - Simplicity)



The Basadur CPS model organizes these steps to take students from the beginning stages of problem-finding by implementing their ideas. Following these steps teaches students to approach complex problems and find lasting solutions systematically.

The CPS process includes eight structured steps:

1. **Problem Finding:** This step encourages students to identify "fuzzy" or ambiguous situations and approach them with an open mind, viewing problems as opportunities rather than obstacles.
2. **Fact Finding:** To clarify the problem, students gather information from multiple perspectives, avoiding assumptions and exploring different viewpoints.
3. **Problem Definition:** By defining the problem precisely, students can open up new potential solutions and uncover the core issue, which may differ from their initial perception.
4. **Idea Finding:** This stage encourages students to generate and refine ideas, building on their and others' ideas to develop promising solutions.
5. **Evaluate & Select:** Students review ideas objectively, using varied criteria to refine potential solutions and find the most viable options.
6. **Plan:** Here, students develop actionable steps for implementing their chosen solution, creating a vision that encourages collaboration.
7. **Acceptance:** Gaining support is crucial; students present the solution's benefits and address any resistance, continually refining the approach.
8. **Action:** Finally, students implement the solution and ensure its effectiveness through tailored actions and follow-up, securing long-term impact.

Each step in the CPS process builds on the previous one, forming a comprehensive approach that empowers students to take ownership of the problem-solving journey. By fostering responsibility and collaboration, CPS supports students in developing a growth mindset, a key element of creative development (Basadur & Gelade, 2006).

Enhancing Innovation in Gifted Education with CPS

CPS aligns closely with the overarching goals of gifted education, such as fostering creativity and critical thinking (Treffinger & Isaksen, 2005). As a valuable tool for equipping gifted students to tackle various problems, CPS also enhances their capacity for innovation (Treffinger & Parnes, 1979). CPS helps students discover and expand their abilities

through real-world applications, leading to innovative outcomes (Treffinger & Isaksen, 2005). CPS further complements established models in gifted education, such as Renzulli's Type III Enrichment model, which promotes student-driven projects that have real-world impact (Renzulli & Reis, 2014). By guiding students through structured problem-solving stages, CPS encourages gifted students to engage deeply in real-world learning, contributing meaningfully beyond the classroom (Colangelo & Davis, 2003).

The CPS framework achieves these goals through several core elements, each designed to cultivate creativity, collaboration, and engagement in problem-solving:

1. Structured Creativity for Gifted Learners

Gifted students often exhibit high creative potential but may need help in unstructured environments. CPS provides a structured pathway for problem-solving, channeling their creativity into productive processes (Kim et al., 2019). This structure allows them to focus on complex challenges without feeling overwhelmed, enhancing their engagement and improving outcomes (Renzulli, 2023).

2. Encouraging Collaboration and Shared Ownership

CPS promotes a collaborative approach to problem-solving, which is essential for social learning in gifted education. By working together, gifted students benefit from diverse perspectives, leading to richer solutions and fostering a community of innovation (Vygotsky, 1978). This collaboration strengthens social-emotional development and supports students' sense of shared responsibility (Renzulli & Reis, 1985).

3. Tailoring Instruction to Individual Problem-Solving Styles

Research indicates that gifted students often display unique problem-solving styles, such as preferences for conceptualization and optimization (Goldsby & Basadur, 2016). CPS enables educators to recognize these styles and tailor group dynamics accordingly, maximizing each student's strengths and enhancing engagement (VanTassel-Baska, 2021).

4. Promoting Divergent and Convergent Thinking

CPS balances divergent and convergent thinking, which is essential to effective problem-solving (Craft, 2011). Divergent thinking helps gifted students explore various solutions, while convergent thinking allows them to refine these ideas into viable innovations. This blend ensures students build versatile skills, equipping them for real-world challenges (Torrance, 1974).

5. Real-World Application of Skills

The final CPS stages, optimization, and implementation, encourage students to apply their ideas practically. These applications enhance motivation, allowing students to witness the tangible impact of their solutions (Renzulli, 2012). Authentic problem-solving experiences connect their learning to societal needs, building resilience and adaptability (Gardner, 1993).

A Real-world Application in Program Management

The effectiveness of CPS can be seen in the program at EduResearchLab, where we focus on fostering innovation among gifted and talented students. This program is structured to support students in producing and conducting scientific projects through creative problem-solving, design thinking, and entrepreneurship models. The program begins with clear problem identification and defines its challenges and goals, aligning resources and objectives for a focused, well-directed process. The program's flexible approach allows for exploring multiple solutions, enabling quick adjustments as new challenges emerge. This adaptability ensures that the program remains resilient and responsive to changing needs. Building on a culture of shared ownership, the program promotes

collaboration among all members. This environment of collective responsibility strengthens team morale and enables active contribution, establishing a solid foundation for program success. Through structured decision-making that balances idea generation and refinement, the program focuses on practical, innovative options, ensuring resource efficiency and alignment with its goals. Innovation remains a core element, as the program encourages out-of-the-box thinking that enriches its design and impact. Differentiated by its integration of unique, creative strategies, the program establishes stronger connections with participants. Throughout each stage of CPS, the program is outcome-focused, optimizing and implementing ideas with measurable results. This focus allows for continuous progress tracking, data-informed adjustments, and a clear demonstration of the program's success. The program's success is reflected in significant outcomes: high project completion rates and a 60% increase in patent applications following enrollment. This measurable impact underscores CPS's effectiveness in fostering innovation and highlights its value in developing students' creative and problem-solving skills.

Conclusion

Integrating CPS into gifted education offers a structured yet flexible framework that fosters creativity, innovation, collaboration, and practical skill application. This methodology equips gifted students with essential problem-solving abilities and prepares them for future challenges across various fields. Whether applied to technology, social innovation, or other domains, CPS cultivates a learning environment where gifted students can thrive as innovators and leaders, equipped to address the complexities of the modern world.

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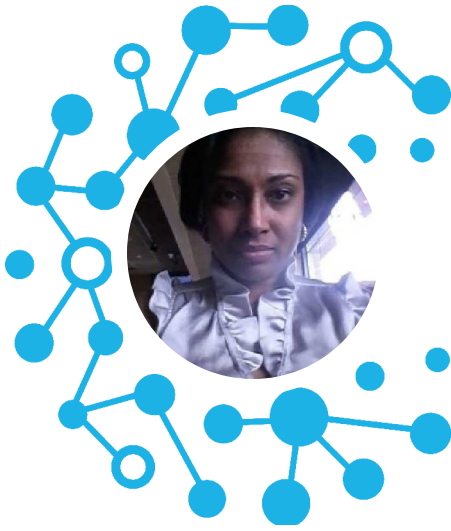
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Magalie A. Pinney

I remember the first time I read Robert Frost's, "The Road Not Taken." I was in high school and my English literary teacher's name was Robert McEwan, RIP. His reading of this poem mesmerized me for some reason. Perhaps it was the manner in which my teacher discussed this poem afterwards? It was more of a monologue with him speaking and seemingly no one else in my class, namely my peers, listening to him, but me. Perhaps it was because I imagined that the older white man with mostly silver hair and built of average stature who stood before me probably looked very similar to Robert Frost in his day and age. Although Mr. McEwan wore a business casual suit, Robert Frost's attire was likely less comfortable and more formal attire. Up until that year I hadn't encountered many male teachers while attending private schools. So maybe that was it. Maybe it was because he was the only person in our classroom to be who and what and where he was at that particular moment.

The poem itself resonated with me because I had felt alienated from so many of my peers since having started elementary school. I had felt that I had to choose roads not traveled very often because of who and what and where I was at those particular moments. Oftentimes I was that one traveller coming from a place of lone existence who could withstand brief encounters with others if that is what it took, but who remained a loner after everything was said and done. Physically it was apparent that I was different from my so-called peers: lean, brown-skinned, female, ethnic, oddball, rare. I was ambiverted, compliant, timid, expressive, quiet, nonexistent, and contemplative. It was challenging to blend in physically when most of my classmates came from a more homogeneous culture. There's only so much chocolate one must add for the milk to stop being white, per se. I made do because my mother fought hard for me to get here and my father couldn't wait for opportunities to brag about how smart his daughter was with his so-called peers.

So many roads encountered as a youth with the doors to increased diversity opening wider as I advanced through my school years. But, there were nonphysical differences which brought themselves to bear over time. I was neurodivergent. I processed the external and internal worlds I encountered differently than neurotypical youngsters would. My emotions were heightened, my sensitivities were brightened, my thought processes were deep, and my mind's eye was steep. There were complex secrets I had to keep as I was rolling in the deep woods of my rainforest mind. There were native proclivities I had to keep reserved as were the foreign manifestations of the observations I had made and the increased questions I had raised over time.

What did all that mean? Yeah, I was different not solely based on looks, but also based on my cognitive strengths and weaknesses. However more often than not it was my looks people regarded more. I had to think like this, this and that because I was black. I had to believe that,

Roads

that and this because that is what people like me were supposed to believe. But, those were the populous roads traveled, these monolithic mannerisms and the stereotypical trappings which coincided with them. Somewhere deep inside there was a place for people like me who looked one way, but thought in a multitude of other ways. The knowledge of where this was would evade me for many years, but somehow I naturally gravitated toward a diverse set of folks, mainly girls, who I learned were neurodivergent themselves if not just plain weird or nerdy.

So I traveled on those roads with them and many times without them depending upon who and what and where I was at those particular moments. I would sometimes merge, sometimes converge with other people traveling on these roads. These were people who were independent, rebellious, creative, bold individuals. They were artists, writers, poets, speakers, creatives and makers who saw things visually, thought with their movements, felt with their paint brushes, pencils and pens. They might have stumbled upon their gifts and talents while taking their journeys. Or, they might have been mentored and guided along these passages. Their roads might have bent and curved, criss-crossed and diverged. Or, they may have been blessed to have been led to walk upon the straight and narrow pathways of life. After all, aren't these variants of roads meant to represent life's choices fraught with opportunities abound or destinies found? Perhaps that was what mesmerized me most about the poem at that time? Perhaps in the twinkling of my mind's eye there laid inking as to the possibilities which could only become of remaining steadfast and true to the whole person I was beyond my hue. And, doing that has made all the difference for me.

Currently, I am exercising and utilizing my varied interests and passions as a neurodiverse and creative multipotentialite. I am a magazine contributing editor. I love photography. I am a passionate art enthusiast. I am an officer and public relations coordinator for the local Boston chapter of American Mensa. I moderate several social media groups and pages covering politics, multicultural books, events and literature, the spectrum of giftedness and multi-exceptionalities, high abilities, African American homeschooling, parents' advocacy both local and statewide, and this should be no surprise, poetry.

There are many dynamics of my multifaceted wiring that I have been able to explore. I am grateful for all of the stops made along the way: spiritually, mentally, psychologically, emotionally, intellectually, physically, socially and cognitively. My proudest achievements made to date, independent of my having raised my beloved family, have been in the areas of public service and neurodiversity awareness. These have been pivotal accomplishments and have allowed me to reach other people internationally to promote and develop shared understanding on levels I could have never predicted decades earlier. It is important for

me to be able to expose others to the nuances that accompany neurodiverse individuals whether they are walking these pathways independently or alongside others who are walking those untraveled pathways as well. In retrospect I can't imagine that I could have traveled them any other way.

Magalie A. Pinney is a Financial Services professional from the USA who is certified in the field of gifted and talented education by the University of Connecticut, Neag School of Education. She received a Communication baccalaureate, cum laude, and is pursuing a masters degree. She is an advocate, chairperson and board member for MAGE, Massachusetts Association for Gifted Education. She serves on the GTAC Gifted Talented Advisory Council to her state's board and department of education.



A United Nations (UN) Sustainable Development Goals (SDG) Diverse Picturebook List for Gifted Learners

By: Najla Mohamed AlOwais, PhD Candidate, Noora Anwahi, Mariam Al Jaber, Al Zahra Al Jaber, Rhoda Myra Garces-Bacsal, PhD.

The Summer Undergraduate Research Experience+ project aims to develop an SDG diverse picture booklist that consists of both international titles and books coming from the United Arab Emirates (UAE) and the Middle Eastern North African (MENA) region. While the United Nations has come up with its own booklist (United Nations, n. d.) as a resource for educators and parents, with some of the suggested books in various languages (such as French, Arabic, Chinese, Russian, Spanish – just to cite several), the selection remains fairly limited. Hence, the multi-ethnic and multi-disciplinary research team from the UAE was very purposive and strategic in seeking out award-winning diverse picturebook titles from the MENA and UAE region, in addition to the US, UK, Canada, European, and the Australasian regions for a more global and international reach. As a multicultural research team, we found it essential that gifted young readers see themselves represented in the books they read (Adam, 2016). This is especially relevant to the UAE, given the incredible demographic diversity in the country with 88.52% of its population being foreigners coming from diverse cultural and linguistic backgrounds (Global Media Insight, 2024).

The UAE has taken great strides in cultivating a rich reading culture as evidenced, for example, by declaring 2016 as the Year of Reading and the month of March celebrated throughout the country as the annual month of reading where many book-themed events occur across schools, libraries, business industries, and private and governmental entities. The ruler of Dubai, Sheikh Mohamed bin Rashid Al Maktoum also launched the Arab Reading Challenge in 2015 which aims to encourage over a million school children in the Arab world, as well as the Arab diaspora, to read over 50 million books each year.

In addition to country-wide reading initiatives, the UAE has also declared 2023 and 2024 as the year of Sustainability. Moreover, the UAE hosted the Conference of the Parties (COP) 28 in November 2023, which heightened schools' and children's awareness of climate change, sustainability, and the UN SDGs. Thus, the research team endeavoured to develop a diverse SDG picturebook list that would resonate with gifted and high ability learners, with some recommendations on how educators can use them in the classroom.

The Value of SDG Book Curation for Gifted Learners

Gifted learners would be positively enriched by an SDG picture book list as it can speak to them twice fold: firstly, when the stories portray gifted people who have changed their environment and communities in one way or another; and secondly, by awakening their minds and consciousness through authentically-portrayed narratives that can serve to inspire gifted young people to regard their world in a more nuanced way. Amongst the many characteristics exhibited by gifted

learners, altruism and a heightened sense of justice are some of the social traits observed (Pramathevan & Garces-Bacsal, 2012) and having access to a thoughtfully-curated SDG book list can potentially facilitate gifted learners to become agents of change.

Research (Lewis & Novak, 2022) has indicated that using picturebooks in the classroom affords educators with the opportunity to broach complex and sensitive topics, explore multiple viewpoints, and encourage perspective taking in a non-threatening format to both educators and gifted students who are given the space to respond to sustainability-themed issues. Moreover, the narratives open a safe space to converse about climate justice. According to Niland (2023, p. 3), "One facet is the need to be intentional and knowledgeable in selecting picture books and understanding their meaning, making features and possibilities in relation to children's identities." However, the reality is that there are teachers who consciously avoid the use of multicultural literature in the classroom (Han, 2018) and that there is a lack of capacity among gifted educators in selecting powerful picturebook titles that can serve as catalysts for meaningful discussions in classrooms that make use of culturally responsive, inclusive, and sustaining pedagogies (Garces-Bacsal et al., 2023).

Hence, in keeping with previous booklists aimed for gifted learners shared here previously (see Garces-Bacsal, 2022; Garces-Bacsal & Ghufli, 2022), this article aims to build the capacity of educators by curating an SDG themed booklist across a variety of high-quality fiction, and non-fiction picturebooks in both English and Arabic. The research team had already published an Arabic and Emirati SDG book list (Al Owais et al., 2024a, Al Owais et al., 2024b) which allowed an increase in the visibility of our project on a worldwide scale for passionate librarians, educators and readers. Bearing an international audience in mind, we have selected 12 SDG themed picture books written in English (or with English translations), along with some ideas on how to use these books with gifted students in a K-12 classroom.

SDG Book List for Gifted Learners

#	Title	Author (Country)/Illustrator (Country)	Publisher (year) – ISBN	SDG	Applications in classroom with gifted students
1	<i>Sunflower</i>	By Amal Naser (Lebanese), illustrated by Fadi Fadel (Syrian)	Kalimat (2021) ISBN: 978-9948-34-802-3	SDG 1: No Poverty	<ul style="list-style-type: none"> Research about types of fabrics and the labor that goes into producing them. Make pet houses from cardboard and distributes them around the neighborhood with some food for stray animals. Sew garments of clothing and donate them along with sewing supplies to people in need. Construct a debate about the worst non-ethically produced fabric and the impact its production has on humans and the environment.
2	<i>Our Little Kitchen</i>	By Jillian Tamaki (Japanese Canadian, female)	Abrams Books for Young Readers 2020 ISBN-13: 978-1-41974-655-0	SDG 2: Zero Hunger	<ul style="list-style-type: none"> Research about technologies used in modern greenhouses and visit some greenhouses in your area. Share your plan with school leaders and establish a farming group. Visit community kitchens in your area and volunteer your services. From your experience, come up with a proposal including sustainability-themed recommendations on responsible consumption and production, as well as suggestions on possible partnership with local restaurants, etc.
3	<i>Um Kurba and Lifa</i>	By Dubai Abulhoul (Emirati), translated by Samar Mahfouz Barraj (Lebanese), illustrated by Sarah Taibah (Saudi)	Kalimat (2022) ISBN: 978-9948-34511-4	SDG 3: Good Health & Wellbeing	<ul style="list-style-type: none"> Use a myth, fairytale or folktale from your heritage as a starting point for an oral and written retelling. What do old folk tales tell us about the culture, explore oral history in your area and compare it to oral history from another part of the world? Find differences and similarities. <p>Interview teachers, parents, senior citizens and ask them to tell you their favorite folktales from their own backgrounds.</p>
4	<i>13 Amazing Women of Arabia</i>	By Dana Al Blooshi (Emirati), illustrated by Nour Tohme, Wesam Shahin, Eiman Al Fkaih, Reem Al Ani, Malda Smadi, Mels Malatani, Alaa Satir, Deema Al Therman, Dina Khorchid, Aliza Siddiqi, Farah Shami, Engy Mahdi, Christina Atik, and Rama Duwaji.	Motivate Media (2019) ISBN: 978-1-86063-488-8	SDG 4: Quality Education	<ul style="list-style-type: none"> Feature an amazing man or woman from recent times from your country and write a journal article about them. Investigate whether there are common causes for success from the 13 stories, can you find a common theme? Or is there more than one thing that can motivate people? Explore the illustrations in the book and choose one distinct style. Use this as an inspiration for a self-portrait.
5	<i>Muslim Girls Rise: Inspirational Champions of Our Time</i>	By Saira Mir (Pakistani American), illustrated by Aaliya Jaleel (Sri Lankan American)	Salaam Reads / Simon & Schuster Books for Young Readers (2019) 9781534418882	SDG 5: Quality Education & SDG 5: Gender Equality & SDG 10: Reduced Inequalities	<ul style="list-style-type: none"> Based on the narratives, what important personality traits can help a person achieve their goals? In your groups, compile a list of current, lesser-known people who have managed to achieve their dreams. Reach out to them via social media and conduct online interviews to do a feature on them. Interview people in your community in various jobs, and learn about how they have reached their goals. Are there any similarities or differences between the people in your community and the characters in the book?
6	<i>111 Trees</i>	By Rina Singh (Indian), illustrated by Marianne Ferrer (Venezuelan, Canadian)	Kids Can Press (2020) ISBN: 978-1-5253-0120-9	SDG 5: Gender Equality	<ul style="list-style-type: none"> Write a deep dive into ecofeminism: its roots and impact. Research gender inequality practices still practiced in different cultures around the world. <p>Imagine and write about how planting 111 trees could impact the environment. Support your writing with scientific facts.</p>

#	Title	Author (Country)/Illustrator (Country)	Publisher (year) – ISBN	SDG	Applications in classroom with gifted students
7	<i>Younis</i>	by Amal Naser (Lebanese/Mexican), illustrated by Anita Barghigiani (Italian)	Kalimat (2018) ISBN: 978-9948100867	SDG 8: Decent Work and Economic Growth	<ul style="list-style-type: none"> Research job opportunities for <i>people of determination</i> (POD); term used by the UAE for people with disabilities), and whether there are any available opportunities for work in your city. Contact a school with POD students and investigate the job opportunities their graduates find. If there is no such initiative, organize a career fair for POD students, and invite schools and centers for POD students to network and find internships and jobs/careers they would like to try.
8	<i>Sari-Sari Summers</i>	By Lynnor Bontigao (Filipino based in the US)	Candlewick Press (2023) ISBN: 978-1536226140	SDG 8: Decent Work and Economic Growth	<ul style="list-style-type: none"> Assess areas of need for your market: teachers or students. Design a product/service that would appeal to the school community. Market your innovative solution and sell your product/service. Evaluate your entrepreneurship experience.
9	<i>One Wish, Fatima Al-Fahir and the World's Oldest University</i>	By M. O. Yuksel (Uzbek/USA)/illustrated by Mariam Quraishi (Pakistan)	Harper Collins (2022) – ISBN: 9780063032910	SDG 10: Reduced Inequalities	<ul style="list-style-type: none"> Research access to education in your country and other countries. Use probability and statistics to project education rates and compare between two countries. What are other issues that are affected by access/lack of access to education? Research some of the world changing events that were possible because of this university.

#	Title	Author (Country)/Illustrator (Country)	Publisher (year) – ISBN	SDG	Applications in classroom with gifted students
10	<i>Flight for Freedom</i>	by Kristen Fulton lives in (USA), illustrated by Torben Kuhlmann (German)	Chronicle Books (2020) ISBN-10 : 1452149607 ISBN-13 : 978-1452149608	SDG 10: Reduced Inequalities	<ul style="list-style-type: none"> Brainstorm an escape plan inspired by the story, considering the resources available, obstacles to overcome, and potential risks. Create or design a hot air balloon in detail, including its power source and how it will work. Research what was happening in West Germany during the story's time.
11	<i>An Elephant on My Finger</i>	Written and illustrated by Abdulla Al Sharhan (Emirati)	Ajyal (2023) ISBN: 9789948784029	SDG 10: Reduced Inequalities	<ul style="list-style-type: none"> Work with your school counselor on raising awareness of issues students face at school, whether they are visible or not. Choose a support group (of Vitiligo, arthritis or others) and ask how students can lend their support (e.g. walkathons, a collaborative play to be presented in the community and school theatres, a social media video post). For older students, research autoimmune diseases, how they happen, their ongoing percentage rate, and areas that further need to be studied in the future.
12	<i>Shark Lady, The True Story of How Eugenie Clark became the Ocean's Most Fearless Scientist</i>	By Jess Keating (Canada) illustrated by Marta Alvarez Miguens (Spain)	Sourcebooks Explore (2017) ISBN: 9781492642046	SDG 14: Life Under Water	<ul style="list-style-type: none"> Research marine life in your area and visit reserves, if possible, to witness firsthand. Contact an aquarium or wildlife center near your area and inquire about their research center and whether students can participate in studies and become members. Think about what you would like to study in the future. Can you cultivate your interest like Eugenie?
13	<i>They Say Blue</i>	Author/illustrator: Jillian Tamaki (Canadian American)	Groundwood Books (2018) ISBN: 9781773060200	SDGs 3: Good health & Wellbeing, 15: Life on Land	<ul style="list-style-type: none"> Write an essay about the world and how things are changing from the perspective of a tree, the sea, or an animal. Explore the different dyes you can create from your surroundings, and research how colors/ odors have been extracted from nature. In your art class, create a painting from nature only (handmade dyes, leaves, etc.)
14	<i>The Bedouin Penguin</i>	By Asma Al Ketbi (Emirati), illustrated by Maitha Al Khayat (Emirati)	Alhudhud (2016) ISBN: 9789948136231	SDG 15: Life on Land	<ul style="list-style-type: none"> Investigate the different habitats of the animals mentioned in the book and compare it to the habitats of animals that live in your country. Contact an animal reserve and a zoo in your city/country and compare the different kinds of services they provide for the animals they take care of. Graph the number and types of animals in both the reserve and zoo, as well as the number of staff working, the animals' age and how long they live for in each of the zoo or reserves. Compare this with information you find online regarding how long animals live in nature. Research how zoos started, and debate in class the pros and cons of having zoos.

#	Title	Author (Country)/ Illustrator (Country)	Publisher (year) – ISBN	SDG	Applications in classroom with gifted students
15	<i>Until Someone Listens</i>	Written by Estela Juarez (12-year-old Mexican American) with Lisette Norman (Dominican American) and illustrated by Teresa Martinez (Mexican).	Roaring Brook Press (2022) ISBN: 978-1-250-83212-2	SDG 16: Peace, Justice and Strong Institutions	<ul style="list-style-type: none"> Investigate your school's students' council or UAE children's Parliament or the Federal National Council. Evaluate which current members represent you the most and appraise the different recommendations they have raised. Formulate plans for improvements in an area that is meaningful to your community. Discuss your plans with student council leaders and establish an initiative to involve your school community in a meaningful cause.
16	<i>The Gardener of Alcatraz</i>	by Emma Bland Smith (San Francisco, USA) (Author), Jenn Ely (illustrator)	Charles Bridge Publishing (2022) ISBN-10: 1623541603 ISBN-13: 978-1623541606	SDG 16: Peace, Justice & Strong Institutions	<ul style="list-style-type: none"> Design a garden named Freedom, considering elements such as layout, types of plants, decorations, and symbolic features that represent freedom. Explain how planting changed the gardener's view of life, citing specific examples from the story as your evidence.
17	<i>The Day War Came</i>	By Nicola Davies (UK)/ illustrated by Rebecca Cobb (UK)	Candlewick Press (2018) ISBN: 9781536201734	SDG 16: Peace, Justice & Strong Institutions	<ul style="list-style-type: none"> Write a journal of a child in the middle of a current war zone, research what has been happening and include facts in your entries. Investigate the countries that allow and help refugees versus countries that do not practice this. For older students: Investigate the causes of wars, current and old, and whether, and how colonization plays a role in wars and conflict. Contact a non-profit refugee organization and find out ways to assist them.

#	Title	Author (Country)/ Illustrator (Country)	Publisher (year) – ISBN	SDG	Applications in classroom with gifted students
18	<i>Lost Words, An Armenian Story of Survival & Hope</i>	By Leila Boukarim (Lebanese) illustrated by Sona Avedikiam (Lebanese Armenian)	Chronicle Books (2024) ISBN: 9781797213651	SDG 16: Peace, Justice & Strong Institutions	<ul style="list-style-type: none"> Set up an initiative to provide support to refugees in your country. Investigate genocides and acts of aggressive wars in the past 50 years, and list reasons for how this happened, and how they could have been stopped. Investigate how long-lost relatives can find each other and whether there are any websites or services that can help them.
19	<i>The Sheikh Zayed Trilogy</i>	by Dr. Fatema Hamad Al Mazrouei (UAE), illustrated by Fatema Al Bustani (UAE), translated by Khaled Al Masri	Department of Culture & Tourism (2018) ISBN: 9789948241492	SDG 17: Partnerships for the Goals Additional themes: Celebrating the UAE, Family Bonds.	<ul style="list-style-type: none"> Investigate how leaders can build strong foundations for countries and compare and contrast two countries and how this happened. Write a picture book biography or a newspaper article about a figure in your city or country who has strived to grow partnerships or volunteered in many aspects for goals in line with your countries goals. Research how the young and old can achieve goals through partnerships (ex: scholarships, internships and others).

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Call for Articles

We would like to invite you to write an article for the WorldTalentWeb newsletter. The theme and writing style are open for the author to determine. Articles could take the shape of an interview with a specialist in the field, a report on research or a recent event, a book or resource review etc. The guidelines for the article are listed below.

Please submit your article to the following email: WorldTalentWeb@ha.ae

Guidelines for submitting an article for the WorldTalentWeb newsletter

1. A submitted article should be between 800 to 2000 words, not including references.
2. WorldTalentWeb newsletter caters to the international community and thus, all articles should be written in English.
3. American or British spelling is accepted.
4. All non-native English speakers should make sure to check their articles for language accuracy before submitting them.
5. The article should be in Times New Roman font, size 12 pt.
6. Authors should avoid using footnotes.
7. Authors should adhere to the APA style and/or formatting guidelines provided in the APA Manual, 7th Edition.
8. The article should be submitted with embedded photos, and tables, and figures if relevant.
9. The article should be submitted as an email attachment as a Microsoft Word document.
10. Articles should be word-processed and single-spaced with 1 inch (2.54 cm) at the top, bottom, left, and right of every page as per the APA 7th edition requirements.
11. Authors should strictly observe the copyrights-requirements and cite the work of others correctly.
12. Relevant permission should be obtained if photos of people are used. An email giving permission to use photos publicly is sufficient.
13. Authors should include their full name, title, institutional affiliation, and a high-resolution color photo.
14. If an article was published before elsewhere, then only submit a summary of the original document with acknowledgment.
15. Authors are encouraged to use supportive pictures.
16. The editorial team reserves the right to edit articles accepted for publication.

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