

Proposed Enrichment Activities for Gifted and Talented Students in Learning Social Studies and Civic Education Course for First Intermediate Grade in Saudi Arabia

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Abstract: This research is intended to propose enrichment activities to suit gifted and talented girl students in learning social studies and civic education course prescribed for first intermediate grade in Saudi Arabia. To achieve this purpose, the researcher has proposed a number of enrichment activities to be included in the units of the textbook of social studies and civic education for first intermediate grade, of the first term, 2013/2014. Those activities are as follows: Natural environment, population and building, maps and new technologies, they were listed and presented to a group of specialist arbitrators in Curriculum and teaching methods, and then they were modified based on their opinions. In its final form, the list consisted of 109 enrichment activities divided as follows: As many as (42) activities are in natural environment unit, (32) activities in population and buildings unit and (35) activities are in maps and new technologies unit. The researcher recommended including these enrichment activities in the first intermediate grade workbook of social studies and civic education.

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Introduction

Attention and care for the gifted have become an essential requirement in an era of progress and advancement in almost all technical and scientific areas. So, we must pay attention to them and create an educational environment for them to show their abilities and develop their potentials and skills by means of the gifted care programs in schools and to make the school community aware of the characteristics, behavior and traits of the gifted individuals and how to identify and detect them, as well as make the parents aware of their characteristics and needs and how to deal with their problems. In addition, preparation and training of teachers and supervisors should be made on ways to identify various skills and abilities of the students and how to enhance strength aspects in all students and in all domains besides developing training and rehabilitation programs for the workers at gifted care programs.

The idea of initiating gifted care programs can be regarded as a form of special educational services rendered to learning, based on the philosophy that gifted are treasures of the Umma (nation), that need to be invested upon, by creating programs that will contribute to the development of their mental abilities and skills and prepare them to take part in the building and progress of the nation.

School Enrichment programs are the most widely spread programs in the world, originated from the concept of the three rings of skill by Renzulli, who

believes that skill is formed from the intersection of three rings of human traits: above average mental ability, a high degree of task commitment and a high degree of creativity. Gifted students are the ones who will develop the intersection between the rings, and they need to be exposed to several educational opportunities and services, which are unavailable in individual educational programs.

This program has two proposals: either to teach a special modified curriculum in the regular classes where educational enrichment activities can be practiced which are above the level of average students. They will train them on thinking, by using Brain Storming approach for instance, or problem-solving procedure (F.P.S.P) as well as train them on creative thinking approaches. The second proposal is to allow the gifted students to join the resource room in the presence of a specialized teacher in certain times during the school day. The available time resulting from acceleration process will be used in the regular school curriculum, where topics chosen by the student will be taught with in-depth, extension and full freedom, and through the approach that is suitable to their way of learning. Such a thing will help students to specify real problems coinciding with their interests, and will make them acquire appropriate research skills for solving such problems.

Enrichment activities allow students to gain knowledge, tendencies, values and skills. Advanced education has confirmed that a proper curriculum will

enable the learner to develop appropriately and such a development will be realized as a result of the experience gained by the students through situations of enrichment activities (**Habib, 2009**).

So, the present research aims to propose enrichment activities to suit gifted and talented female students in learning the course of social studies and civic education prescribed for the first intermediate grade in the Kingdom of Saudi Arabia.

Research Problem:

It has become necessary in our societies to pay attention to the gifted individuals due to the challenges faced by the Arab and Islamic societies represented in information revolutionary and rapid technology and progress in product and creative thoughts, as well as the competition among modern societies. So, public and private institutions should fully foster the gifted in order to preserve their skills and creativities by creating gifted care programs such as enrichment programs in order to contribute to the production of creative ideas that will enable their communities to keep up with the international communities in progress, advancement and civilization, using the approach of enrichment, acceleration or assembly.

A number of Arab and international conferences have been held reaffirming the need of gifted care such as: the 20th international Conference for Gifted Care held in the USA in August 2013, which aimed to increase investment on gifted student care, the 10th Arab Conference in Jordan 2013 organized by the Arab Council for Gifted and Talented, with the theme of "Standards and Indications of Excellence: Educational Reform and Gifted and Talented Care", the 9th Arab Conference in Oman 2012 organized by the Arab Council for the Gifted entitled, "Creative Youth = Promising Achievements", the 12th Asian and Pacific Nations Conference for Skills held in Dubai themed, "Skill Enrichment and Ability Development, and the Regional Scientific Conference for Gifted Care in 2006, sponsored by the custodian of the two holy mosques and organized by King Abdul Aziz Foundation for gifted care entitled, "Gifted Care is an Education for the Future".

The studies by **Ma'jeni (2008)**, **Al-Rajihi (2006)**, and **AL-Nafie (2000)** reaffirmed the importance of gifted care and provision of special programs for them including enrichment programs to increase their awareness of problems and challenges in their setting, as well as increase their attention of such problems and their desire to solve them making them more open to the experiences and understanding of others.

Tabitha's study (1999) also reaffirms the necessity of creating an enrichment environment for the gifted that includes appropriate enrichment activities.

Despite this attention in the field of gifted care, the education curriculums and supportive workbooks were not interested in activating suitable enrichment activities for the gifted. The researcher has reviewed the workbook for social studies and civic education course for the first intermediate grade in Saudi Arabia to examine the fitness of the activities to gifted and talented girls or the presence of any enrichment activities concerning them but the results showed no suitable educational activities for the gifted and talented, and what is available as activities suit the non-gifted girls.

In 2013/2014, the researcher conducted an open interview with 15 gifted students where she asked them about the extent of suitability of the activities in the workbook prescribed for them. She has come out with the following results:

The students complained from incompatibility of the activities with their abilities and most of them were traditional activities which do not challenge their thinking, in addition to the lack of diversity in such activities and that they are limited to the minimum levels of thinking besides the teachers' lack of interest to give the gifted students enrichment activities that would suit their abilities. They get bored as a result of that.

Based on the previously mentioned points, the research problem can be identified in answering the following question:

What are the proposed enrichment activities for the gifted and talented girls in learning social studies and civic education for the first intermediate grade in the Kingdom of Saudi Arabia?

The following questions will be subdivided of this question:

1. What are the enrichment activities that suit the gifted and talented girls in learning the natural environment unit in the course of social studies and civic education prescribed for the first intermediate grade in Saudi Arabia?
2. What are the proposed enrichment activities that suit the gifted and talented girls in learning the population and building unit within the course of social studies and civic education prescribed for the first intermediate grade in Saudi Arabia?
3. What are the proposed enrichment activities that suit the gifted and talented girls in learning the maps and modern technologies unit within the course of social studies and civic education prescribed for the first intermediate grade in Saudi Arabia?

Purpose of Research:

The current research aims to propose enrichment activities that suit the gifted and talented girls in learning the maps and modern technologies unit within the course of social studies and civic

education prescribed for the first intermediate grade in Saudi Arabia

Importance of the Research:

The importance of this research can be viewed in the following:

1. This research is keeping up with new attitudes that advocate the significance of gifted and talented care.
2. It attracts the attention of educational supervisors and teachers of social studies in general and geography teachers in particular, to the importance of using enrichment activities when teaching the course of social studies to the gifted and talented students.
3. It helps developers of the curriculum of social studies at intermediate level by including some of enrichment activities in the workbooks in order to satisfy the needs and desires of the gifted and talented.
4. The current research highlights a number of researches on enrichment activities.

Research limits:

The research is limited to educational units of the book of Social Studies and Civic Education for the First Intermediate Grade in the Kingdom of Saudi Arabia, first term 1434/1435H. They were three units: Natural environment, population and building, maps and new technologies)

Research Terminology

Enrichment:

Ward (1979:65) defined enrichment as, "procedures designed to increase the depth and learning knowledge of gifted students such as making new assignments, individual projects, or a small work group, or changes in revised studies".

Jarwan (2012) defined it as "modification and additions to the prescribed curriculum for average students in order to suit the needs of gifted and brilliant students in knowledge, emotional, and psychomotor areas. Such modifications and additions could be in the form of additional school subjects not given to average students, or in the form of increasing the level of difficulty in conventional school subjects, or profoundness in one or more of such subjects.

Enrichment Activities:

They mean in this research to provide gifted and talented students with a number of trainings that are not included in the present course but they are associated with it and help to deepen it and allow them to do some practices that would satisfy their desires and provoke their thinking and creative abilities in learning a social studies course.

Giftedness:

The researcher adopts the definition by **Renzulli (1978)**: giftedness consists of behaviors that reflect an interaction among three basic clusters of human traits— above average ability, high levels of task commitment (motivation), and high levels of creativity" (**Suleiman, 2001**).

Gifted Female Student:

Defined by the researcher as: the student who has been tested by the Ministry of Education based on certain standards (average ability, motivation, and a high level of creativities)

Talented Student:

The researcher describes her as the student who shows excellent performance compared to the group she belongs to in one or more of the following abilities: creative ability, school achievement, and ability to perform distinguished skills (**Suroor et al., 2010**).

Theoretical Framework & Previous Studies:

Educational programs designated for the gifted and talented students have become numerous and diversified in recent years. In spite of their variation, such programs aim to raise the level of student's excellence in academic achievement, creative thinking, developing thinking patterns, problem-solving, developing positive feeling of self-conception, acquiring the ability of self-orientation, acceptance of responsibility, developing leadership qualities and in appropriate preparation for social and career life (**Al-Horoub, 1999**).

The enrichment program is one of these programs based on the assumption that the regular curriculum is insufficient to meet the needs of gifted and talented students, and it is a process extends beyond the formal curriculum. So the content must be modified pursuant to the student's individual interests, because the regular curriculum consists of a number of knowledge and skills which may be beneficial for average students only.

Enrichment programs include additional educational activities in different study areas in an integral way that would be given to gifted and talented students during the school day or in additional times after the school day or during school holidays. They aim to develop high thinking skills in creativity, decision making, problem-solving, developing ability on independent studies and research methods as well as developing the skill of implementing information in practical life, and to develop foresight abilities and future expectations. These programs use non-conventional methods in education as they depend on self-learning and cooperative learning in small groups and they depend also on brainstorm methods, generating information and probabilities and on free activities a thing that makes them interesting and enjoyable for the students and that they challenge their

abilities. They also encourage interaction and competition between talented students as they are in consistent groups in terms of abilities level although they are multiple in talents and interests.

Enrichment programs are diversified as there is a horizontal enrichment program which depends on the regular school curriculum using the same subjects and courses in some horizontal expansion and includes some changes on the school course in the limit of the available information. There is also the vertical enrichment which goes beyond the curriculum and provides an advanced level of information and diversity in experiences and activities and it particularly focuses on high thinking abilities. The third form of enrichment programs is what is called the additional enrichment which adds non-methodological activities but they are in the bound of school curriculum (**Al-Nafie,2000**).

The review of educational studies indicates the significance of incorporating enrichment programs in different school curriculums, and the impact of such programs on achievement, motivation, and development of thinking skills. In this concern, the results of **Al-Hadabi et al's study (2013)** showed the effect of the use of scientific enrichment activities in increasing the level of achievement and creative thinking in gifted students of the 9th basic grade.

The result of **Abdul Qawi's study (2013)** also showed the effectiveness of an enrichment program on the development of creative thinking among gifted students in the intermediate level, and the same is true with **Al-Aqeel et al.(2013)** showed the effect of the use of proposed scientific enrichment activities on the development of creative thinking among gifted students at the sixth elementary grade in Riyadh.

the results of **Doden et al's.,study (2012)** which demonstrated the presence of differences in favor of gifted students who were exposed to acceleration of the levels of learning motivation, achievement and self-estimation .

while **Al-Aqeel's study results (2011)** demonstrated the effect of the use of scientific enrichment activities on the development of an integral learning process and creative thinking among the gifted students at the sixth elementary grade..

Qabad's study (2011) also indicated the effect of the use of enrichment activities on the development of creative thinking in the subject of mathematics in the gifted sixth elementary grade pupils at public schools in the holy city of Makkah.

Al-Hadabi et al. (2010) demonstrated the effectiveness of enrichment activities on the development of creative thinking in the first secondary grade students in the republic of Yemen, while the results of **Al-Qibali's study (2009)** showed the

efficacy of an enrichment program based on smart games in developing the skills of problem-solving and motivation of achievement among gifted students in the Kingdom of Saudi Arabia.

Al-Hamouri's study(2009) indicated the effect of enrichment program in environmental education on the development of skills of creative thinking and achievement among gifted students in Al-Qaseem region.

Research Procedures:

First: Research Method:

The researcher depended on the descriptive method which concentrates on studying the nature of the phenomenon, analyzing it and showing the relationships between its components.

Second: Population and Research Sample:

The research population consists of all social studies and civic education for intermediate level at the Kingdom of Saudi Arabia for the first term of 2013/2014, totaling six courses.

The research sample was limited to the educational units of the course of social studies and civic education for the first intermediate grade in the Kingdom of Saudi Arabia, first term of 2013/2014, numbering three units; they are (environmental nature, population and building, and modern technologies).

Third: Research Materials:

List of Proposed Enrichment Activities:

The researcher has reviewed many researches and previous studies and examined those books intended for gifted and talented in general and for enrichment activities in particular to determine the enrichment activities suiting the gifted and talented individuals.

Based on the previously mentioned points, the researcher finalized a list of (115) diversified enrichment activities for social studies and civic education for the first intermediate grade in the Kingdom of Saudi Arabia, first term, and was presented to a number of arbitrator specialized in curriculums and instruction to ascertain their fitness to the educational units, and the extent of its diversification and fitness to the gifted and talented students. The appropriate modifications were made on them according to the arbitrators' opinions. The list in its final form consisted of (109) enrichment activities divided into the following: 42 proposed enrichment activities in natural environment unit, 32 activities in population and buildings unit and 35 activities in maps and new technologies unit. The researcher recommended the necessity of including these enrichment activities in the intermediate first grade workbook of social and civic education.

Research Results:

To answer the first question which reads; “what are the proposed enrichment activities that suit gifted and talented students in learning the natural environment unit for the social studies and civic education for the first intermediate grade in the Kingdom of Saudi Arabia?”

The researcher produced a list of enrichment activities that suit gifted and talented students in learning natural environment unit in social studies and civic education course for the first intermediate grade, table (1) shows this list.

Table (1) a list of enrichment activities that suit gifted and talented students in learning natural environment unit in Social Studies and Civic Education Course for the First Intermediate Grade.

Subunits	Lessons	Proposed Enrichment Activities
Earth	Lesson 1: Relationship of the Earth with Solar System	<ol style="list-style-type: none"> 1. Design an innovative flyer about the components of the solar system. 2. Create a photo shop presentation showing a comparison between comets, meteors and meteorites, and display it in front of your classmates. 3. Create an account on Instagram and collect all photos of the planets in the solar system in it. 4. Design a model illustrating the order of planets according to their position in the solar system. 5. Write the Qur’anic verses that mention the names of the solar system. 6. Make an astronomical telescope out of the material of your own environment. 7. Design a three-dimensional model of the solar system.
	Lesson 2: Earth Shape	<ol style="list-style-type: none"> 8. Use Portable Celestia 1.6 Program for space discovery, and then present to your classmates a report about that. 9. Compile complete information about the first space astronauts in the world. 10. Collect photos and information about creation and design of the moon spaceship and put it in an album in an innovative way and display it on the notice board of your class. 11. Search the internet about photos and images that have proofed that the earth is round and comment about that. 12. Design a space settlement on one of the planets in the solar system. 13. Imagine yourself on board a spaceship and write a report about that and present it in front of your classmates. 14. Imagine that the shape of the earth is cubic, what in your opinion would happen as a result of that?
	Lesson 3: Longitude Lines and Latitude Circles.	<ol style="list-style-type: none"> 15. Greek scholar Ptolemy was the first person to write about longitude lines and latitude circles in writing about geography. Write a detailed report about the achievement of this scholar in this field. 16. Use Google Earth program to find out the longitude lines of the following cities: Hong Kong, New Delhi, Baghdad, Cairo, and Washington) then compute the time difference between Jeddah and these cities assuming the time now in Jeddah is 5 o’clock A.M. 17. Choose one of the thermal regions on earth surface and locate it according to latitude circles on a globe model of your own design.
	Lesson 4: Earth Movements	<ol style="list-style-type: none"> 18. Collect photos from the internet showing, denoting the earth movements and classify them in groups and put them in an innovative photo shop. 19. Search in the holy Qur’an about verses that proof the alternation of day and night. 20. Design Basalt game about one of the four seasons.
Subtotal: 20		
Surface	Fifth lesson: Land and Water	<ol style="list-style-type: none"> 21. Compile information about the continent you live in and write a report about it including the following: (its location, most important countries in it, offshore water surfaces, climate features, human breeds belonging to it). 22. Draw a three dimension model showing the forms of water on the earth surface. 23. Design an innovative noticeboard for your class showing divisions of the earth surfaces. 24. Write a scenario about an illustrating scene of the oceans in the world.
	Sixth lesson: Forms of the Earth Surface	<ol style="list-style-type: none"> 25. Collect photos about land forms and write your comments on them and display them in an innovative way in the school exhibition. 26. Plan a trip with your classmates to the sea to get acquainted with the most features associated with it. 27. Design a note supported with pictures about sand dunes. 28. Write a research about the major seas in the world. 29. Draw a complete plan for solving the problem of water shortage in the Kingdom of Saudi Arabia. 30. Compare graphically the rate of (mountains, plateaus, hills, plains, valleys, sand dunes) to the total area of the Kingdom of Saudi Arabia.
Subtotal: 10		

Weather and Climate	Lesson 7: Climate Elements and influential Factors.	<ol style="list-style-type: none"> 31. Design a mind map by means of X Mind Mapping Program about climate elements. 32. Write questions for a cultural contest about the element of temperature and air pressure. 33. View video footages on the YouTube about the most important sand storms that swept the country during the last five years and write a summary report about that and present it to your classmates in the classroom. 34. Design a thermometer and air pressure device from the material of the environment. 35. Design an interview form with one of the officials in the Meteorology Department.
Subtotal: 5		
Plant and Animal Life	Lesson 8: Plants and Animals	<ol style="list-style-type: none"> 36. Collect different pictures from the magazines about the problems of water and soil pollution, and then write your comments on them. 37. Draw a caricature showing the importance of environment preservation. 38. Plan an awareness program through the school radio about the importance of environment preservation. 39. Organize an awareness campaign on the occasion of the International Environment Day focusing on the endangered plants and animals. 40. Invent some solutions that reduce the distinction of animals in the Kingdom of Saudi Arabia. 41. Design a logo for the Natural Authority for Wild Life Protection in the Kingdom of Saudi Arabia. 42. Write a tourism instruction card for your town showing the importance of the protection of sea life from pollution.
subtotal: 7		
Total 42		

To answer the second question which reads: what are the proposed enrichment activities that suit gifted and talented students in learning the unit of population and building in social studies and civic education course for the first intermediate grade in the Kingdom of Saudi Arabia?

The researcher produced a list of enrichment activities that would suit gifted and talented students in learning the unit of population and building in social studies and civic education course for the first intermediate grade. Table (2) shows this list.

Table (2) a list of enrichment activities for the unit of population and building in social studies and civic education course for the first intermediate grade.

Subunits	Lessons	Proposed Enrichment Activities
Population	Lesson 9: Number of Population	<ol style="list-style-type: none"> 1. What is your prediction of the number of population in Saudi Arabia after 10 years? Provide justification for your answer. 2. What will happen if Saudi population is doubled manifold than the current number? Write a report about this. 3. Design an interview form with an official at General Statistics Authority. 4. Write an article about the importance of population study. 5. Design an electronic graphic board showing the population number in the Arab World's countries. 6. Prepare a questionnaire through which we know the opinions of the citizens about the census. 7. Write a report about the inception and tasks of the General Statistics and information Authority and display it to your classmates.
	Lesson 10: Distribution of Population	<ol style="list-style-type: none"> 8. Prepare an illustrated guide containing the distribution of the population in the Kingdom of Saudi Arabia and write your comments in it. 9. Draw a graph that shows the distribution of the population in the continents in 2011, and then organize a group discussion about that. 10. Search for photos on the internet showing the distribution of the population and put them in an album and write your comments in it. 11. Compile information from different sources on the methods of measuring the distribution of the population.
	Lesson 11: Population Structure	<ol style="list-style-type: none"> 12. Prepare a manual containing information about age structure of your country. 13. Design a form for information collection about population structure in your region. 14. Design a population pyramid showing gender and age structure of the Saudis in 2011. 15. Draw the map of the Kingdom of Saudi Arabia and distribute the population on it based on gender structure and write your comments on it.
Subtotal: 15		

Population Increase	Lesson 12: Natural and Non-Natural Increase	<ol style="list-style-type: none"> 16. Write a report about positive and negative impacts of population increase. 17. Create an account in Instagram and collect photos on it about the influential factors in mortality rates. 18. Use graphics to compare between the maternity and mortality rates in some under developed countries in 2012. 19. Prepare simple bulletins about causes and kinds of immigration, and distribute it to your schoolmates. 20. Suggest a great deal solutions as possible for the problem of population increase in cities being immigrated to. 21. Make a research about the major population problems the kingdom of Saudi Arabia is suffering from and propose a number of solutions. 22. Compile information about the cities been immigrated to and write a report about them and present it to your classmates. 23. Create stories through animation/cartoon about the kinds of immigration in the kingdom of Saudi Arabia. 24. Invent a reel of photos about the causes of compulsory immigration. 25. Find solutions to stop Arab brain drain to work abroad.
Subtotal: 10		
Kinds of Buildings	Lesson 13: Rural and Urban	<ol style="list-style-type: none"> 26. Design a power point presentation about building in the past and the present days. 27. Prepare an exhibition including photos and models about buildings in the past and present in the kingdom of Saudi Arabia. 28. Collect photos from different sources and put them in a power point presentation and write an appropriate title for each photo. 29. Make basalt game about the shapes of the houses in the rural areas. 30. Design an innovative scientific magazine about building features in the kingdom of Saudi Arabia. 31. Suggest solutions that contribute to the easing of housing problem in under developed countries. 32. Write an animated story about one of the cities' problems.
Subtotal: 7		
Total: 32		

To answer the third question: what are the proposed enrichment activities that would suit gifted and talented students in learning the unit of the maps and modern technologies incorporated in social studies and civic education for the first intermediate grade in the kingdom of Saudi Arabia?

The researcher produced a list of enrichment activities that would suit gifted and talented students in learning the unit of the maps and modern technologies incorporated in social studies and civic education course for the first intermediate grade. Table (3) shows this list.

Table (3) a list of enrichment activities of the unit of maps and modern technologies incorporated in social studies and civic education course for the first intermediate grade.

Subunits	Lessons	Proposed Enrichment Activities
Maps and Aerial Photos	Lesson 14: Types of Maps	<ol style="list-style-type: none"> 1. Search on the internet about Al-Idrisse's book titled " " and summarize it and innovate a suitable cover for the subject of the book. 2. Display al-Idrisse's map to your classmates and explain it to them and compare it to the current globe map. 3. Design a mind map through X Mind Mapping program about the types of natural and human maps. 4. Design a bulletin through publisher program including creative images about natural maps and distribute it to your classmates. 5. Create a manual that contains a number of natural and human maps in the kingdom of Saudi Arabia. 6. Search on the internet about historical maps and post them in an album in an innovative way. 7. Choose three Arab countries and compile information about them in the form of different maps (natural and human ones) and then write a report about that.
	Lesson 15: Components of the Map	<ol style="list-style-type: none"> 8. Prepare a guide about the important locations in your town using the components of the map and distribute such a guide to your classmates. 9. Create a city out of your imagination and choose an appropriate name for it, then draw a map of it depending on the components of the map. 10. Prepare a glossary about map components. 11. Search on the internet about how to get the coordinates from Google Earth and then write a report about that besides organizing a group discussion with your classmates about that. 12. Make a compass from the material of your environment and use it to direct the map. 13. Train your classmates on the method of map guidance through the compass.

	Lesson 16: Methods of Map Copying	14. Use one of the electronic methods such as the map maker or map viewer to copy the map of your country. 15. Organize a discussion with your classmates on the forms of manual map copying identifying the best of them. 16. Prepare a training program for your classmates to develop their skills in the method of manual map copying. 17. Design basalt game for the map of the Kingdom of Saudi Arabia by the square method. 18. Search for a new methods (automatic) of map copying and write a report about that.
	Lesson 17: Major Usages of Maps	19. View a video footage on the YouTube about the major uses of maps and display it to your classmates with a group discussion about that. 20. Design a heuristic guide for the map of the Kingdom of Saudi Arabia. 21. Draw an illustration of your school helping your classmates to get acquainted to the school map. 22. Design a mind map by X Mind Mapping program about the skill of map using. 23. Design a model of the political map of the Kingdom of Saudi Arabia using the best tools for your design. 24. Search for a number of natural and human maps of the Kingdom of Saudi Arabia and make a comparison between them and analyze them.
	Lesson 18: Usage of Aerial Maps	25. Use Tumblr program in searching for different types of aerial maps, and then design a photo album including the most beautiful aerial photos. 26. Various methods have been used in the past and present for photographing aerial maps, collect information about that supporting your answer with photos. 27. Search on the YouTube about video footage of aerial photos and their usages. Display them to your classmates. 28. Collect a number of aerial images of your town and classify them and write titles form them and post them on the notice board of your class. 29. Write a report about the role of scientific and technological progress in aerial images.
Subtotal: 29		
New Technologies	Lesson 19: GPS	30. Design an innovative introductory bulletin about the GPS. 31. Explain to your classmates how to use the GPS device. 32. Examine the GPS device and write about its features and shortcomings and provide your suggestions for developing it. 33. Design an innovative power point presentation on the advantages of the GPS. 34. Draw the components of the GPS using the GPS images. 35. Suggest ways for encouraging your classmates to use the GPS.
Subtotal: 6		
Total: (35)		

Recommendations:

In view of the research results, the researcher recommend including the proposed enrichment activities in the workbook for the social studies and civic education course prescribed for the first intermediate grade in the Kingdom of Saudi Arabia-first term. The following arrangements should be made:

1. Train the geography teachers on how to implement these activities with gifted and talented students.
2. Organize a number of training courses for the geography teachers to gain knowledge on how to formulate suitable enrichment activities for the gifted and talented students.

Proposed Researches:

1. A study about proposed enrichment activities for the gifted and talented students in learning the course of social studies and civic education at the elementary level in the Kingdom of Saudi Arabia.
2. A study about the effect of using proposed enrichment activities in raising the level of achievement and creative thinking among gifted and talented students at the intermediate level.

3. Examine the effect of using the proposed enrichment activities in developing the skills of problem-solving among the gifted and talented students in the intermediate level.

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