

# Use this small group plan to help students learn about and practice executive functioning skills!

To Be A **CHAMP**,  
I Will...

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**C** Choose my goals

**H** Have what I need

**A** Avoid distractions

**M** Manage my feelings

**P** Put in effort

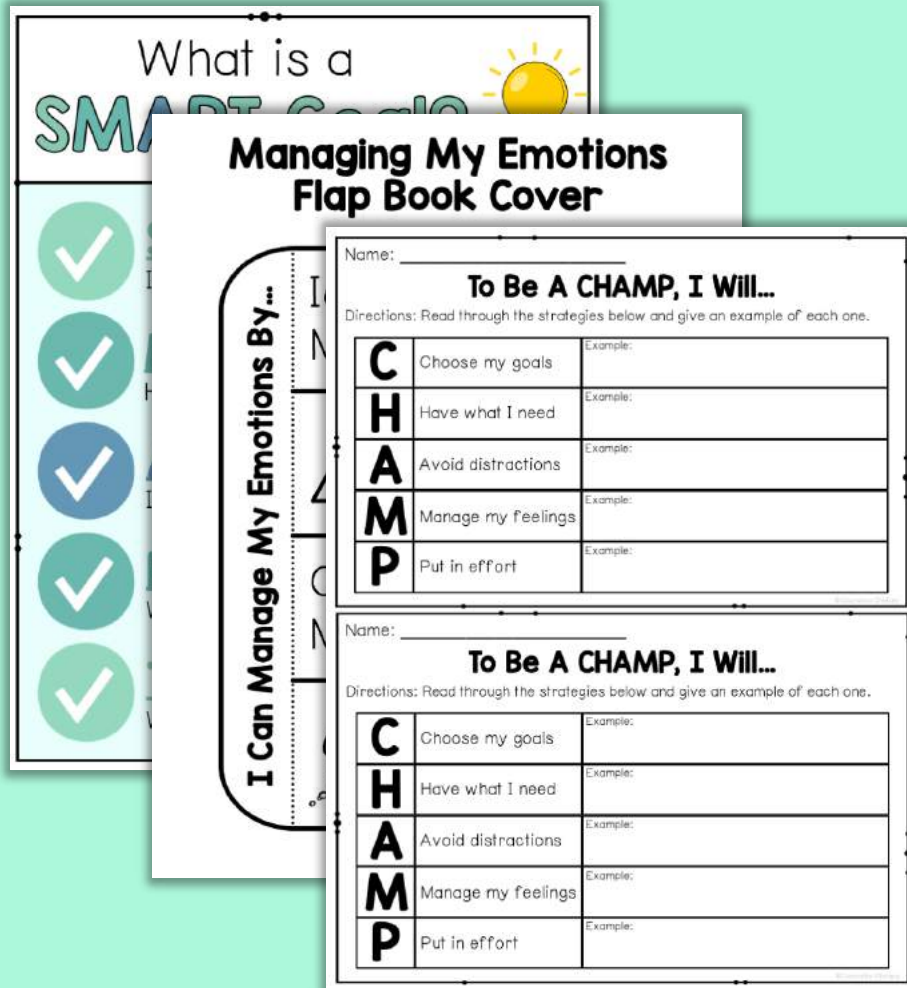


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Students will learn about 5 executive functioning skills that are covered in the CHAMP acronym.

- Choose my goals
- Have what I need
- Avoid Distractions
- Manage My Feelings
- Put In Effort

# What's Included:



This group plan includes:

- 6 No-Prep lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

**Keep scrolling to learn more!**

# Session I: How Executive Functioning Helps

**Session I Scenarios**

- Salome was baking a cake for her sister's birthday. She put the cake in the oven and then went to play a video game and forgot about it. When she remembered, the cake was burnt. Where did Salome go wrong? What could she have done differently?
- When Matthew got to a question he didn't know on his math homework, he decided to stop and go do something else. He finished. Where did Matthew go wrong? What could he have done differently?
- Maria wanted to get a new pair of shoes. She had fun, but when she got home, she realized she had bought the wrong size. Where did Maria go wrong? What could she have done differently?
- Eddie brought his dog to school. The dog got mad and ripped up the paper. Eddie could not do his homework. What could Eddie have done differently?
- Ane had to clean her room. She had to clean her room, but then she realized she had to clean her room. What could Ane have done differently?
- Cullen was studying for a test. He was studying, but he was not ready for the test. What could Cullen have done differently?
- Janay was getting ready for school. She was getting ready, but she was not ready. What could Janay have done differently?
- Morgan was putting on his shoes. He was putting on his shoes, but he was not putting them on. What could Morgan have done differently?
- Priyanka was mad because she was not practicing. What could Priyanka have done differently?
- During science class, Sam ran out of time and did not finish his project. What could Sam have done differently?
- Evelyn was folding laundry. She was folding laundry, but she was not folding it. What could Evelyn have done differently?
- Logan was halfway through his homework. He was halfway through, but he was not halfway through. What could Logan have done differently?
- Genevieve was mad because she was not practicing. What could Genevieve have done differently?
- William hadn't thought about his report card. What could William have done differently?
- Leah's track coach told her to run too hard, and she was not running. What could Leah have done differently?

**Session I: How Executive Functioning Helps**

**Objective:**

- Students will learn the purpose of the group.
- Students will understand why executive functioning strategies are helpful.

**Materials:**

- Scenario sheet from page 11 (One copy)
- Exit tickets from page 12 (One copy per two students)
- Writing utensils

**Pre-Activity Discussion**

- Introductions: Name, grade and one thing you like to do.
- Today, we're going to be starting a small group where we come together and learn about something called executive functioning skills. Does anyone know what executive functioning skills are?
- Executive functioning skills are the tools, strategies and skills that help us plan, start, and complete tasks. They make it easier to get things done.
- Some examples of executive functions are: time management, organization, being able to get something started, goal setting, being able to remember things, and more.
- In our group time together, we're going to focus on learning about 5 of these skills. We're going to use the acronym CHAMP to remember the 5 skills that we'll be talking about.
  - Review the 5 skills using the visual aid on page 12. For each letter, ask students to share why they think each skill would be helpful.
- Executive functioning skills are like other skills – they come more naturally to some people than others. Just like some people are more naturally gifted at math, sports, art, etc.
- Thankfully, though, executive functioning can be improved over time, and we can get better at them!

**Activity:**

- Through our next 5 sessions, we're going to look more at each of the 5 skills, but today we're going to learn more about *why* these skills are helpful.
  - Split students into two teams. One at a time, players from each team will take turns rolling a dice.
  - If a player rolls a number 2, 3, 4 or 5, read a scenario from page 11. If the student can respond to the prompts in the scenario, their team will get a point. Each scenario is designed to reflect one of the skills from the CHAMP acronym.
  - If a player rolls a 1, their team will lose a point. If a player rolls a 6, their team will gain a point.
  - Continue as time permits, or until you read through all of the scenarios.

**Post-Activity Discussion:**

- Which one(s) of these skills/strategies is easiest for you? Which one is most difficult?
- How would things be better for you if you improved on these skills?
- If time permits, use the exit ticket from page 12 at the end of your lesson to gauge understanding.

\*If you are using the self-assessment, have students fill it out during this session.\*

## THE OBJECTIVE:

- Students will learn how executive functioning skills can help them.

## THE ACTIVITY:

- Students will play a game where they look at different scenarios that describe someone who is trying to complete a task, but lacks specific executive functioning skills.
- The students will identify where the person in the scenario went wrong, and what they could do differently.

# Session 2: Choose My Goals

The collage features three overlapping documents:

- SMART Goal Template:** A worksheet with three large rounded boxes. The top box is labeled 'S SPECIFIC' and contains the text 'My SMART goal is...'. The middle box is labeled 'M MEASURABLE' and contains the text 'How will I know I've met...'. The bottom box is labeled 'R RELEVANT' and contains the text 'Will this goal be important to me? Is it important to others?'. A 'YES' checkbox is located at the bottom left.
- Session 2: Choose My Goals Overview:** A page with the title 'Session 2: Choose My Goals' and sections for 'Objective', 'Materials', and 'Pre-Activity Discussion'.
- Session 2: Choose My Goals Lesson Plan:** A detailed page with sections for 'Objective', 'Materials', 'Pre-Activity Discussion', 'Activity', and 'Post-Activity Discussion'.

## THE OBJECTIVE:

- Students will learn about why SMART goals are helpful, and then will set their own.

## THE ACTIVITY:

- Students will look at examples of goals and decide whether or not they are examples of SMART goals.
- Then, students will complete a booklet of their own SMART goals.



# Session 3: Have What I Need

1. Michael is starting a book report on the computer. Michael has his computer. Can you think of anything Michael may need?

2. Alexis is packing her lunch. She has her food and a juice

3. Ronan is starting to cut and paste activities. He has a pencil, the worksheet, and his scissors. Can you think of anything else he may need?

5. Luca is starting a painting project. He has paint and a brush. Can you think of anything Luca may need?

## Session 3: Have What I Need

### Objective:

- Students will practice thinking ahead about the materials they will need for specific tasks.

### Materials:

- Task cards from page 20 (One copy)
- Answer sheet from page 21 (One per student)
- Suggested answers from page 22 (One copy – optional)
- Worksheet from page 23 (One per student)
- Writing utensils

### Pre-Activity Discussion

- Does anyone remember what we talked about last week?
- Can anyone share how they are doing with their SMART goal that they set?
- Today we are going to talk about something we should always do BEFORE we start a task—make sure we have everything we need.
- Why do you think that getting all of your materials BEFORE you start a task would be helpful?
- If you have to get up and get materials while you are working, you may have a hard time getting refocused, or you may get distracted by things that you see when you are up.
- For example, let's pretend we are baking a cake. Which do you think would take longer: To look through the ingredient list ahead of time, and put everything you need on the counter, or get one ingredient at a time as you need it?
- If you get the ingredients one at a time, you will have to take more trips to the cabinet than if you get them all ahead of time. Plus, there would be more opportunities to be distracted.
- How do you do with this? Do you usually get what you need before you start? Or do you have to keep getting up to get your materials?

### Activity

- Today, we are going to read some scenarios about different students who are beginning different types of work. We are going to decide whether or not they have what they need.
  - Option 1: Read through each task card, ask for input from your student(s).
  - Option 2: Set up the task cards around the room, have students travel independently or in groups from card to card and record their answers using the sheet on page 21. Once they are done, review the answers as a whole group.

### Post-Activity Discussion:

- Are there any materials that are hard for you to remember to get before you start?
- How can you make sure you have all of your materials before you start?
- At the end of your group time together, use the worksheet from page 23 as an exit ticket. As students leave the group, ask them to share one the scenarios from the page with you.

## THE OBJECTIVE:

- Students will practice thinking ahead about the materials they will need for a task.

## THE ACTIVITY:

- Students will look at scenarios they may face in real-life and will work together to come up with the materials that would be needed for that task.

# Session 4: Avoid Distractions

Name: \_\_\_\_\_

## Avoid Distractions

Distractions are anything that keeps us from focusing on what we need to focus on. Distractions can be external, like things around us, or internal, like thoughts that keep us from focusing on our work.

**Circle the things that distract you.**

Wanting to talk to \_\_\_\_\_

Other people moving around

Playing with my \_\_\_\_\_

Looking out the window

**What are your distractions?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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### Session 4: Avoid Distractions

**Objective:**

- Students will understand how distractions can make it difficult to complete tasks.

**Materials:**

- Response sheet from page 26 (One copy per 4 students)
- Worksheet from page 27 (One per student)
- Writing utensils
- Blank paper

**Pre-Activity Discussion:**

- Who remembers what we talked about last week? Was anyone able to think ahead about the materials that they would need? How did it go?
- Today we are going to talk about something that makes it hard for us to get things done - distractions.
- Does anyone know what a distraction is? Distractions are things that keep us from being focused on what we are doing.
- What are some things that distract us?
- How can distractions make it difficult for us to get things finished?

**Activity:**

- Today we are going to see how distractions make it difficult for us to finish our work.
  - Split the group into smaller groups of two students.
  - One person will be the actor, and one person will be the distractor.
  - The actor has to do a task (write the ABCs, write the ABC's backward, write the numbers 1-100 backward, etc.)
  - First, the actor will do this in silence and the distractor will time him/her.
  - The next time, the actor will perform the same task, but the distractor will do things to distract the actor (i.e. talk, sing, move around, etc.). The distractor will time the actor.
  - Once the actor has performed the task with and without distractions, the students will change roles.
  - Students can record their times on the sheet from page 26.

**Post-Activity Discussion:**

- Was it harder to complete the task with or without the distractions? Why?
- Do you feel like this is true for your school work or other tasks too? Is it harder when there are distractions?
- One way to avoid distractions is to think about what the distractions may be before you even begin a task. Then, you can think about ways that you can limit those distractions. For example, if you are reading a book, it might be distracting if the room is too loud. What are some things that you can do before you even start reading that will help you manage that distraction?
- Planning ahead for these distractions can be helpful. However, there are some distractions that you can't plan ahead for. For example, maybe there are other people talking in the classroom when you are trying to listen to the lesson. What do you think can be helpful when distractions pop up that you can't control?
  - Examples include: Keeping your eyes on what you are working on, reminding yourself that you'll get done faster (and do a better job) if you stay focused, moving away from the things that are distracting you, etc.
- To help us better understand how we can do this, we're going to fill out a worksheet that will help us reflect more on the specific things that distract us most, and what can do to be more focused.
  - Give students one copy of the worksheet from page 27. If time permits, allow students to share their responses with the group.

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## THE OBJECTIVE:

- Students will understand how distractions can make it hard to complete a task.

## THE ACTIVITY:

- Students will complete a task with and without distractions. They will see that it takes longer when they are distracted.

# Session 5: Manage My Feelings

**SCENARIO I**

Marigold is working on her homework and doesn't understand it. She throws her pencil down and is frustrated.

What might her feelings be?

How do you think she will react?

How can you help her?

What can she do to manage her feelings?

**Session 5: Manage My Feelings**

**Objective:**

- Students will learn strategies that will help them manage their feelings.

**Materials:**

- Scenario sheets from pages 31 and 32 (See activity directions for quantity)
- Flap book templates from page (One per student)
- Writing utensils
- Scissors
- Glue

**Pre-Activity Discussion**

- Who remembers what we talked about last week? Did anyone do anything to limit distractions? How did it go?
- So far, we've talked about a lot of things that will help us with accomplishing the things we need to do. Today, we're going to talk about something that might not be as obvious, but is just as important – managing our feelings.
- What do you think it means to "manage our feelings"?
- When I use that term, I'm talking about noticing how you feel, and then taking steps to make sure that your feelings don't get so strong that you lose control.
- How do you think this skill will help you get things done?
- If we are so upset that we've lost control, it can be harder to focus, think clearly, or make good choices.
- Today, we're going to talk about a few things that will help us get better at managing our emotions.
- The first, is being able to recognize how we feel. Why do you think that is important?
- If we can recognize that we are starting to feel upset, we can do something about it before we start to lose control.
- Can anyone share how they know they are starting to feel upset?
- These "warning signs" are different for different people, but maybe you start to feel hot, your body gets tense, or you can't think about anything else.
- Once we recognize that we are starting to feel upset, we need to stop what we're doing, and take steps to feel more calm. These things that we do to feel more calm are called coping skills.
- Does anyone have any examples of coping skills that they know or use?
- Some that might be helpful are: Taking slow deep breaths, taking a break, thinking of something that makes you happy, stretching, getting a drink, etc.

## THE OBJECTIVE:

- Students will learn strategies they can use to manage their feelings.

## THE ACTIVITY:

- Students will look at different scenarios and consider how the person in that scenario can manage their feelings.
- Students will also put together a foldable page with strategies they can use to manage their own feelings.


# Session 6: Put In Effort

Name: \_\_\_\_\_

## Put In Effort

Once you get started on your work, it is important to put in effort and to not give up. Even when things are difficult, it is important to try your best.

Use the spinner below to help you think about when something is difficult.



### Session 6: Put In Effort

**Objective:**

- Students will learn perseverance strategies.

**Materials:**

- Sheets from page 37 and 38 (One per student)
- Scissors
- 1 brad per student
- Writing utensils

**Pre-Activity Discussion:**

- Who remembers what we talked about last week? How have you been with managing your emotions? How has it been helpful?
- Today, we are going to talk about putting in effort – especially when the task is hard and we feel like giving up. One word for this is called “perseverance.” Has anyone heard that word before?
- Why do you think that perseverance can be helpful when we’re trying to get things done?
- Is it hard for you to keep going when things are hard?
- Fortunately, there are some strategies that we can use to help us when we feel like we don’t want to put in effort.

**Activity:**

- Today, we are going to talk about perseverance strategies.
  - Have students construct spinners according to the directions on page 38.
  - For each category in the spinner, have the students write the following explanations.
    - “Take A Short Break”: Do I need to calm down?
    - “Try it again”: Can I try a different way?
    - “Use positive self talk”: Tell myself I can do it!
    - “Ask for help”: Ask a classmate or teacher
    - “Think about the end”: How will I feel when I get this done?
- Now, we’re going to think about a few situations we may be in, and consider which strategy might be the most helpful. Remember, we might not all have the same answer, and that’s okay!
  - Read through the following situations and have students turn their spinners to show the strategy that they think would work best.
    - You are running in a race, and you are starting to get tired.
    - You are trying to open a jar and can’t do it.
    - You are drawing a picture of yourself, and it isn’t turning out how you want it to.
    - You keep getting stuck on one part of your math problem.
    - Your mom is helping you with your homework and you don’t understand what she’s telling you to do.
    - You have to clean your room, but it’s so messy and you think it’s going to take all day.

**Post-Activity Discussion:**

- Which strategy(ies) do you think would help you most?
- How can you remember to use these strategies?
- Thinking back over our time together as a group, what have you learned that is most helpful to you?

\*If you are using the self-assessment, have students fill it out during this session.\*

## THE OBJECTIVE:

- Students will learn perseverance strategies.

## THE ACTIVITY:

- Students will put together a spinner that includes different things they can do when they feel like giving up.
- Then, they will look at different scenarios and decide which strategy would be most helpful.



# 2 Bonus Activities

### Bonus Activity #2: CHAMP Dice Game

**Objective:**

- Students will apply the concepts from the group sessions to real life scenarios.

**Materials:**

- Prompts from page
- Two dice per group

**Activity:**

- Split the group into
- Each student will take a turn rolling the dice, they will read the question they rolled in the "D"
- Then, they will roll the dice, they will read the question from the "D" that corresponds with the situation they rolled.
- For example, if a student rolls a 1, the following prompt: "Is your messy room?"
- If the student can't answer, they will lose a point. If the student can answer, they will gain a point. The student with the most points at the end of their first dice roll wins.
- Continue as time permits.

### Bonus Activity #1: CHAMP Foldable Activity

**Objective:**

- Students will get an overview of the 5 executive functioning skills covered in the group.

**Materials:**

- Template from pages 41 and 42 (one copy per student)
- Scissors
- Glue/Tape
- Writing Utensils

**Activity:**

Students will create the foldable activity according to these directions.

- 1) Cut out the toppers from page 41.
- 2) Fold each topper along the dotted line.
- 3) Starting with "C," place glue on the back of the topper, above the fold.
- 4) Attach the topper onto the base sheet. The word CHAMP should be spelled going from top to bottom.
- 5) Each topper should be able to be lifted up to reveal the blank space underneath.
- 6) For added clarity, see the photos of the completed sample.

Under each flap, students will write the following explanations of each work completion strategy.

- **"Choose my goals":** Make sure my goals are SMART
- **"Have what I need":** Get everything ready before I start!
- **"Avoid distractions":** Stay focused on the task.
- **"Manage my feelings":** Pay attention to how I'm feeling and take steps to stay in control.
- **"Put in effort":** Keep going! Don't give up!

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These activities will help your students further explore and review the topic of executive functioning and the skills your students have learned!

Activities Include:

- "CHAMP Foldable Activity"
- "CHAMP Dice Game"

# 2 Assessments

Name: \_\_\_\_\_

## Executive Functioning Self-Assessment

Please rate these questions based on to what extent they are true or false:

1. I am good at getting started.  
1 2 3 4 5

2. I have goals.  
1 2 3 4 5

3. Before I start to work, I usually have a plan.  
1 2 3 4 5

4. I don't get distracted easily.  
1 2 3 4 5

5. I am usually in control of my emotions.  
1 2 3 4 5

6. I keep going, even when things are difficult.  
1 2 3 4 5

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Name and role of the person completing the form: \_\_\_\_\_

## Executive Functioning Assessment

Please rate these questions based on to what extent they are true or false:

**1- Always False**  
**2- Mostly False**  
**3- Not Sure**  
**4- Mostly True**  
**5- Always True**

1. The child completes the tasks they begin.  
1 2 3 4 5

2. The child has goals.  
1 2 3 4 5

3. The child usually has the necessary materials before they begin a task.  
1 2 3 4 5

4. The child is aware of the things that distract them.  
1 2 3 4 5

5. The child can work on things without getting distracted.  
1 2 3 4 5

6. The child is usually in control of their emotions.  
1 2 3 4 5

7. The child can work through challenges.  
1 2 3 4 5

Additional Comments: \_\_\_\_\_

Total Score: \_\_\_\_\_

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- There are two assessments designed to measure growth in your students
- A Self-Assessment
  - An assessment to be completed by a teacher, family member or other adult in the student's life.

# Notes To Families

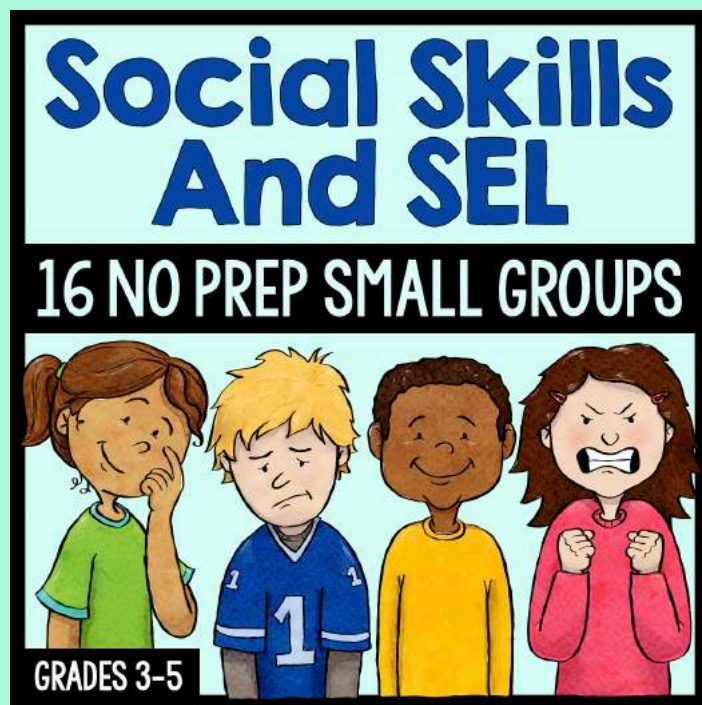


Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

# NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes small groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

## SEE THE BUNDLE HERE