

Monday, March 19

Cognitive Flexibility

Hand out “How Flexible Are You?” handout (with “Hard Times Board” on back), preferably at the door.

Slide 1: Welcome

- **SAY: “Welcome! Today we have a Steps to Success lesson on Cognitive Flexibility. But first let’s reflect on some of the Steps to Success skills we’ve learned so far and how you’ve been using them recently.”**
- **SAY: “Open your planners to today’s date: Monday, March 19. Under the last row, which says “Social Studies,” please jot down how you’ve used the skills we’ve learned so far since our last lesson. There is a list on the board to remind you!”** Start the 90 second timer on the slide.
- **SAY: “Please discuss what you wrote with your table groups.”** Allow discussion time and ask if anyone would like to share a specific example with the class.

Slide 2: Steps to Success Lessons Left

- **SAY: “On the left is an image of skills that we are working on in Steps to Success. On the right are the dates of the last five Steps to Success lessons. Please make sure that these are recorded in your planner so that you don’t plan to leave your Eagle Time on those days.”** Give time for students to record the dates in their planners. Make sure that they record all five dates.

Slide 3: What is Cognitive Flexibility?

- **SAY: “Today we are learning about Cognitive Flexibility. Take a moment to silently think about what you think Cognitive Flexibility means.”** Allow wait time and then ask for volunteers.

Slide 4: Video

- **SAY: “We are now going to watch a 3 minute and 30 second video on what Cognitive Flexibility is. Afterwards, I am going to ask if your definition has changed.”** Play the video. Afterwards, ask if the video changed their thinking on what Cognitive Flexibility means.

Slide 5: Definition

- **SAY: “Who would like to read the definition of Cognitive Flexibility?”** Student reads slide.
- Then, depending on the layout of your class assign, small table groups of students to come up with an example of Cognitive Flexibility for each bullet point. With 8 tables groups, 2 groups will get the same one.
- For example, if my printer breaks the night before I have to print out an essay that would be an obstacle but I could plan on coming in early and print it off in the Library or computer Lab before school or during Eagle Time. Give time for students to discuss & then share.

Slide 6: Examples

- **SAY: “May I have another student who has not already volunteered today read the examples of Cognitive Flexibility on the board?”** Student reads slide.
- Ask them to share which bullet point they relate to more and discuss with their shoulder partner.

Slide 7: Quote

- **SAY: "I would love for someone new to read the quote on the board for us."** Student reads slide.
- Ask what they think the quote means and give specific examples. Share your own personal examples.

Slide 8: Flexible vs. Inflexible

- **SAY: "With the person sitting across from you, one person will read the 'Flexible' description and the other person will read the 'Inflexible' description. Discuss which one you most closely relate to and why."** Give students time to share then discuss whole-class.

Slide 9: How flexible are you?

- **SAY: "On your worksheet, you are going to decide whether the statement to the left (Statement 1) or right (Statement 2) describes you better. Then, rate the degree to which the statement applies to you using a checkmark. You will have 4 minutes to complete this questionnaire and thoughtfully answer the reflection question below."** Start timer.

Slide 10: Open-ended task

- **SAY: "May I have a new volunteer read what an open-ended task is?"** Student reads slide.

Slide 11: Examples

- **SAY: "Here are examples of open-ended tasks. Please read them to yourself & think about how you feel doing them- do you prefer them, or do they frustrate you?"**

Slide 12: Solution

- **SAY: "One way to combat obstacles is to be creative with your approach."**

Slide 13: Strategies Brainstorm

- **SAY: "Discuss with your table groups the following 2 questions." *Read questions aloud.* "I will give you 70 seconds to discuss. Afterwards, we will share our strategies as a class."**

Slide 14: Possible Strategies

- After class discussion, go over possible strategies for more general situations.

Slide 15: Hard Times Board

- **SAY: "Flip over your worksheet to the Hard Times Board. You are going to use this organizer to reflect on what makes you mad, what you can't do when you're mad, and what you can do when you're having a hard time. You can either keep these if you find them helpful or give them to a parent or teacher you would like to share it with if you think it would be helpful for them to know these things about you. You will have 4 minutes to work. What questions might you have before we begin?"** Answer questions & start timer. Remind students what to do with them after! There is an example on the slide to help them.

Slides 16-20 are activities you could do with the time left (directions on slides). Slide 21 is a reflection.

Leave feedback at <https://goo.gl/t3jdML>.