

# GRADES 4-8 EXECUTIVE FUNCTIONING WORKSHOP

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AS SEEN ON ABC LIVE  GOOD DAY NEW YORK   
 NBC NEWS ,  PBS Education , **EBONY** AND **People** MAGAZINE



**THE WHY BEHIND THE EXECUTIVE FUNCTIONING WORKSHOP:  
TO PROVIDE STUDENTS IN GRADES 4-8 WITH SIMPLIFIED AND PRACTICAL  
UNDERSTANDINGS, STRATEGIES, AND SOLUTIONS FOR PROMOTING AND  
DEVELOPING SPECIFIC LIFE LONG SKILLS. STUDENTS NEED TO BUILD THE  
CAPACITY TO PLAN AHEAD AND MEET GOALS, DISPLAY SELF-CONTROL,  
FOLLOW MULTIPLE-STEP DIRECTIONS EVEN WHEN INTERRUPTED, AND  
STAY FOCUSED DESPITE DISTRACTIONS, AMONG OTHERS.**

**The how behind the Executive Functioning workshop:  
By providing students with a practical framework to learn and  
practice these skills over time by establishing routines,  
breaking big tasks into smaller chunks, and encouraging  
tasks, activities and games that promote imagination, role-  
playing, following rules, and controlling impulses.**

# WHAT ARE OUR PRIMARY EXECUTIVE FUNCTIONING SKILLS?

The primary executive functioning skills that we will focus on throughout our workshop series include: self-restraint, working memory, emotion control, task initiation, planning/prioritization, organization, time management, and defining and achieving goals,

Additional objectives and student tasks include the opportunity for students to learn how to pay the P.R.I.C.E for Success:

**P** What does it mean to you to be persistent? How have you shown persistence in the past?  
• Describe the benefits of being persistent at school & at home. • Where can you apply being persistent in your life next and what advice can you give to friends about never giving up?

**R** What does it mean to you to be responsible? How have you been responsible in the past?  
• Describe the benefits of being responsible at school & at home. • Where can you apply being responsible in your life next and what advice can you give to friends about accountability?

**I** What does it mean to you to have integrity? How have you been honest in the past?  
• Describe the benefits of having integrity at school & at home. • Where can you apply having integrity in your life next and what advice can you give to friends about honesty?

**C** What does it mean to you to be committed? How have you shown commitment in the past?  
• Describe the benefits of being committed at school & at home. • Where can you apply being committed in your life next and what advice can you give to friends about sticking with something they care about?

**E** What does it mean to you to be enthusiastic? How have you shown enthusiasm in the past?  
• Describe the benefits of being excited at school & at home. • Where can you apply being enthusiastic in your life next and what advice can you give to friends about being positive and optimistic about life?



# Workshop Series Preview

**Session 1: Goal Setting Part 1:** Students will be able to reimagine their path to success as evidenced by understanding the importance of properly planning to achieve a potential goal.

**Session 2: Goal Setting Part 2:** Students will be able to understand that the success they want to have in their lives is obtainable as evidenced by creating personalized timelines along the path to achieving goals.

**Session 3: Emotional Control:** Students will be able to relate to the principle that success does not exclude failure as evidenced by reflecting on the importance of persevering through challenges.

**Session 4: Planning Part 1:** Students will be able to understand the likelihood of achieving goals as evidenced by analyzing the concept of keeping written records of action steps towards accomplishing tasks and achievements.

**Session 5: Planning Part 2:** Students will be able to consider the lessons that their negative experiences can teach them as evidenced by focusing on what went well to prepare them for their next opportunity

**Session 6: Time Management:** Students will be able to determine the importance of constantly learning as evidenced by achieving success through integrating old ideas with new ones with time lines

**Session 7: Self-restraint Part 1:** Students will be able to identify the positive influences that they have access to as evidenced by their willingness to receive constructive criticism.

**Session 8: Self-restraint Part 2:** • Students will be able to reflect on how deciding to believe in themselves builds confidence as evidenced by fixing their mindset on accomplishments instead of excuses.

**Session 9: Task Initiation Part 1:** Students will be able to review the positive benefits and advantages of participating in extracurricular activities as evidenced by learning to love an aspect of school which can take them to new heights.

**Session 10: Task Initiation Part 2:** Students will be able to determine the impact responsibilities can have on someone as evidenced by the maturity and growth that comes from being relied upon.

**Session 11: Working Memory:** Students will be able to refer to the steps and process of becoming a leader as evidenced by their use of accountability and acts of service

**Session 12: Organization:** Students will be able to refer to the benefits of learning to care more for their lives as evidenced by personal accomplishments and contributions to their school and community at large.

**Session 13: Mastery Task:** Students will be able to identify the importance of never giving up in life when times are difficult or challenging to manage.

**Session 14: Promotional Closeout Session: Reflection and Celebration**

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