

Kansas State RAMP-Based Group Internship Assignment

School Name	Trojan Elementary School
Annual Student Outcome Goal	By the end of 6 sessions, the group of 2nd grade boys will effectively implement executive functioning skills assessed by a pre and post-test during the first and last group session.
Group	Executive Functioning
Grade Level(s)	2nd Grade
Description	
This group will help students learn executive functioning skills that are essential for academic success.	
Mindsets & Behaviors (Limit of three)	
<ol style="list-style-type: none"> 1. B-LS 3: Time management, organizational, and study skills 2. B-SS 1: Effective oral and written communication skills and listening skills 3. B-SS 2: Positive, respectful, and supportive relationships with students who are similar to and different from them 	
<p>Mindsets & Behaviors Survey Items</p> <p>How familiar are you with these terms? (Not at all 😞, kind of 😐, familiar 😊)</p> <ol style="list-style-type: none"> 1. Time Management 2. Chunking 3. Organization 4. Active Listening 	
Group Unit: At-a-Glance	
<ol style="list-style-type: none"> 1. Group Introductions, expectations, ice breaker 2. Time Management 3. Chunking 4. Organization 5. Active Listening 6. Group termination 	
Group Session Objectives	
Session Number	Mindset and Behavior and Materials Needed
Session #1	<p>Title: Group Introductions, expectations, ice breaker</p> <p>MSB: B-SS 2 Positive, respectful, and supportive relationships with students who are similar to and different from them</p> <p>Description: Students will be introduced to the other group members, group expectations will be discussed, take pre-test, and play an ice breaker game</p> <p>Activities: Would You Rather Game</p> <p>Key Questions: When another group member is speaking, what should we be doing? Should we talk about what we discuss in group outside of this room?</p> <p>Materials Needed: Pre-test sheet, Would You Rather Cards</p>

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<p>Session #2</p>	<p>Title: Time Management MSB: B-LS 3 Time management, organizational, and study skills Description: Students will be introduced to time management skills - to do lists, task prioritization, make a schedule Activities: students will write down all the things they have to do after school and have them write numbers by each one in order of priority Key Questions: How do we know which task to do first? What are some of the benefits of making a to-do list? Materials Needed: Lined paper and pencils</p>
<p>Session #3</p>	<p>Title: Chunking MSB: B-LS 3 Time management, organizational, and study skills Description: Students will learn to break difficult tasks into smaller pieces Activities: Using a difficult puzzle, students will learn strategies of how to break the task into smaller and more manageable pieces Key Questions: How can we make this puzzle easier to complete? What other tasks at school or at home can we make easier by breaking them into smaller pieces? Materials Needed: 150 piece puzzle</p>
<p>Session #4</p>	<p>Title: Organization MSB: B-LS 3 Time management, organizational, and study skills Description: Students will learn strategies to keep their space neat and organized Activities: Students will sort different items according to similarities and label containers for like items to go into Key Questions: How can we use this strategy to keep our desk organized at school? How can we use this strategy at school? Materials Needed: variety of items - school supplies, toys, games, etc.</p>
<p>Session #5</p>	<p>Title: Active Listening MSB: B-SS 1: Effective oral and written communication skills and listening skills Description: Students will learn how to actively listen when someone is speaking to them Activities: Active listening drawing activity - students will demonstrate how to actively listen by following drawing instructions to draw an unknown image Key Questions: How did our activity demonstrate your active listening? What are some benefits to active listening? Materials Needed: blank paper and pencils</p>
<p>Session #6</p>	<p>Title: Group termination MSB: B-SS 2: Positive, respectful, and supportive relationships with students who are similar to and different from them Description: Review all the skills we have discussed, take post-test, and play exit game Activities: Uno card game</p>

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	<p>Key Questions: Which skill did you enjoy learning about most during group? Which skill do you see yourself using most in class?</p> <p>Materials Needed: Post-test sheet, Uno cards</p>
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