

Executive Functioning Module 4 – the Practice of Future Thinking

Introduction

The term, future thinking, was coined by Sarah Ward, Speech-Language Pathologist and founder of Cognitive Connections in Concord, Massachusetts (Ward, 2018, <http://efpractice.com/>).

Future thinking helps us anticipate what we'll be doing so we can make an action plan and get things done. The Get Ready, Do, Done approach is a framework to support future thinking.

Learning Objectives

Completion of this tutorial will give you experience with the following:

- Practicing and modeling future thinking during a real life experience
- Making future glasses to prompt your students to use future thinking
- Using Sarah Ward's Get Ready, Do, Done approach

This tutorial assumes

- User has a Get Ready, Do, Done board set up in their classroom

Case Study (Calibri 14pt bold)

A Grade 3/4 teacher has noticed that her students have great ideas, but many have difficulty initiating and producing work that meets the criteria she reviews during her lessons. Sometimes, she wonders whether her students are listening because they often don't know what to do or can't seem to get started. Immediately after she has explained what she expects her students to do, she needs to walk around the classroom providing individual explanations. There must be a better way!

Making Future Glasses

1

Introduce the concept of future thinking by asking your students to imagine themselves going somewhere unfamiliar but similar to a place they've been before: Can they see themselves there, moving through the space? Who else is there? What do they have with them? What time is it? How do they feel?



2

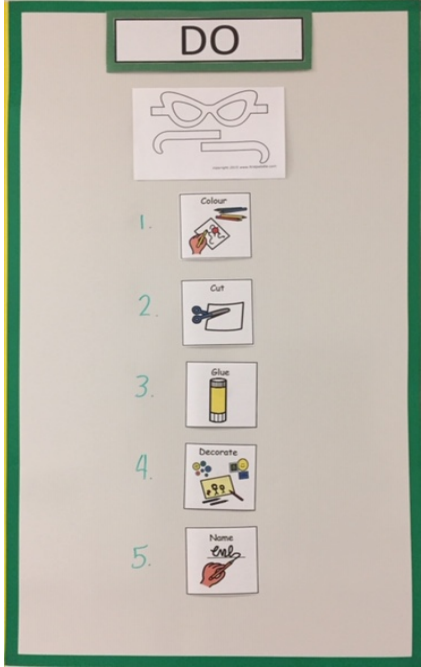

Show a sample of what your students' future glasses will look like when they're *Done*. Put the sample in the *Done* column.

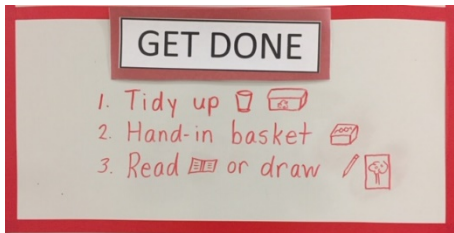



3

Label the features of the glasses that you'd like to see: use general terms so your students can make theirs 'the same but different.'



<p>4</p>	<p>Show your students what they will be starting with (i.e. glasses template) and ask them to tell you the steps they'll need to follow to get to <i>Done</i>. List these in the <i>Do</i> column.</p>	
<p>5</p>	<p>Ask your students what materials they'll need, and list these in the <i>Get Ready</i> column.</p>	

6	<p>Explain what students can do after they're finished to <i>Get Done</i> (e.g. hand in work, clean up, etc.)</p>	
7	<p>On an analog clock, use three colours of wipe-off marker to colour a pie-shaped section for each Get Ready, Do, Done area so students can be aware of the passage of time.</p>	
8	<p>Students are now ready to work through the steps of the table from left to right: <i>Get Ready, Do, Done</i>, to make their future glasses, and they know how to <i>Get Done</i> when finished.</p>	