## Building Executive Function Through "Hour of Code"

*Coding is exciting to students: You write the commands to make something happen. What control! Coding also requires a high level of executive function skills. What a great way to build these critical skills! Consider your "Hour of Code" (https://hourofcode.com) activity and how it addresses each of the following skills. For those not addressed, can you modify the activity to include them? Use the column on the right to check off or make notes — whatever works for you.*

| Executive Function | | | How Your Activity Will Help Build This Skill |
|---|---|---|---|
| **Organization** | **Cognitive Flexibility** | Shifting focus from one event to another | |
| | | Changing perspective | |
| | | Seeing multiple sides to a situation | |
| | | Being open to others' points of view | |
| | | Being creative | |
| | | Catching and correcting errors | |
| | | Thinking about multiple concepts simultaneously | |
| | **Working Memory** | Storing and manipulating visual and verbal information | |
| | | Identifying same and different | |
| | | Remembering details | |
| | | Following multiple steps | |
| | | Holding on to information while considering other information | |
| | | Identifying cause-and-effect relationships | |
| | | Categorizing information | |



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| Executive Function | | | How Your Activity Will Help Build This Skill |
|---|---|---|---|
| **Organization (cont.)** | **Planning** | Setting goals | |
| | | Managing time | |
| | | Working toward a goal | |
| | | Organizing actions and thoughts | |
| | | Considering future consequences in light of current action | |
| | **Reasoning** | Making hypotheses, deductions, and inferences | |
| | | Applying former approaches to new situations | |
| | **Problem Solving** | Defining a problem | |
| | | Analyzing | |
| | | Creating mental images | |
| | | Generating possible solutions | |
| | | Anticipating | |
| | | Predicting outcomes | |
| | | Evaluating | |



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| Executive Function | | | How Your Activity Will Help Build This Skill |
|---|---|---|---|
| **Self-Regulation** | **Inhibitory Control** | Attending to a person or activity | |
| | | Focusing | |
| | | Concentrating | |
| | | Thinking before acting | |
| | | Initiating a task | |
| | | Persisting in a task | |
| | | Maintaining social appropriateness | |
| | **Self-Awareness** | Self-assessing | |
| | | Overcoming temptation | |
| | | Monitoring performance | |
| | | Reflecting on goals | |
| | | Managing conflicting thoughts | |



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