

Student Handout (Part 2) (answers are bolded)

PART 2: Let's Predict

Circle which of the following items that DO NOT HELP you stay concentrated:

Being nervous or stressed

Playing chess

Being in a quite area

Eating unhealthy food

Sleeping 10 hour a night

Time of the day

Silence

Listening to T.V. while doing homework

Eating healthy food

Sleeping 7 hours a night

Taking "Brain Breaks" every 15 minutes

Noise

Doing 1 thing at a time

Meditating

Circle which of the following items HELPS you stay concentrated:

Being nervous or stressed

Playing chess

Being in a quite area

Eating unhealthy food

Sleeping 10 hour a night

Time of the day

Silence

Listening to T.V. while doing homework

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Additional Activity Tips

Activity 3:

Tip for follow-up:

Sometimes we follow-up this video with a "Where's Waldo" game or a "Search and Find/Hidden Object" game. When you are searching for Waldo your brain focuses on searching for him so you do not pay attention to other random objects in the picture. After they have found Waldo, we asked them questions such as, "Was there a man slipping on a puddle of water?" This further strengthens that our brain focuses on one attention task at a time.

Activity 4:

The answers have been provided in the activity (bolded). You can also add images to accompany each statement if this helps your students. Most students did not know what meditation was. This could be a great time to explain what it is and how it can help calm our minds. Also, many students did not circle "eating healthy food" as being a positive factor for our attention. This can be a good time to discuss health and nutrition.

Activity 5:

This activity can be used to assess student understanding of the module. Students will discuss details of various situations when their concentration levels were low. Was the student distracted? If so, what was distracting them? Were they well rested? Was something on their mind? Does it always happen in a specific location (home, classroom etc.)? Were they listening to television while reading (multitasking)? (See part 1 sample responses for more tips on questions students should be asking).

The “tips” will be possible solutions to their problems concentrating. If the student is not sleeping 10 hours every night, then “sleeping 10 hours every night” should be a tip.

Make a pledge to your brain:

- Each student will answer this question separately. In this part of the handout, you want students to better appreciate their brain and its functions, including attention. Among the tips their partner gave them, they can select one they will try to follow (get more sleep, eat well, stop multitasking, find a quiet place to study, turn TV off during homework time).
- You can assess whether their pledge has made a difference. For instance, your attention directly impacts memory. If you are not paying attention to what you are reading or studying you will not “store” or encode it properly in your brain. You can have students play memory games (i.e. memory tiles, how many numbers can they remember in a sequence) and time them. If they continue to sleep 10 hours every night, have them perform this activity several times to measure if they are increasing their time.

Additional Resources

Wiese, Jim. 2000. *Head to toe science: Over 40 eye-popping, spine-tingling, heart-pounding activities that teach kids about the human body*. New York, NY: John Wiley & Sons. Inc.

KidsHealth: Memory Matters

http://kidshealth.org/kid/health_problems/brain/memory.html