

Sustained Attention – November 22nd Teacher Script

SLIDE 1: Introduction Slide

SAY: “Today we are talking about Sustained Attention. Sustained attention deals with the ability to focus on an activity or stimulus for a long period of time. It makes it possible to concentrate on an activity for as long as it takes to finish even if there are distractions present.”

“Sustained attention helps us to efficiently and successfully carry out tasks and activities in our daily lives, especially those that take a long time to complete.”

SLIDE 2: Sustained Attention Examples

SAY: “Here are some examples of activities/jobs for which sustained attention is very important.”

Reveal each one individually and explain why sustained attention is important or ask for volunteers to do so.

SAY: “Can you think some more activities or jobs where sustained attention would be very important?”

Have students talk in small groups for a minute. Ask for volunteers from each group to share.

SLIDE 3: Sustained Attention - Listening

SAY: “Good listening is an important part of Sustained Attention. Being a good listener can be very difficult. When is it important to be a good listener?”

Take responses, then reveal these possible answers: during a test, during an emergency, when someone is giving you instruction.

SAY: “We are going to practice listening. I am going to read you some words and I want you to clap every time you hear the word “cat” and only clap when when you hear the word ‘cat.’ Ready?”

**cuts coat horse cut dog cow cat horse cuts cut cow cut dog cat
coat cute horse dog cute cow dog cow cut cat cat dog horse cut**

After they are finished, comment on how they did.

SAY:

- 1) “**What was challenging about that?**” *Wait for responses*
- 2) “**What word was most confusing for you?**” *Wait for responses*
- 3) “**What helped you to listen well and only clap on ‘cat’?**” *Wait for responses*

SAY: “Now we are going to try again. I will read you some words from the same list, but this time I want you to stand when I don’t read the name of an animal. When I read the name of an

animal, you should be sitting down in your seat.” (Note: You can adjust the pace to make it a little more challenging.) “Ready?”

**cuts coat horse cut dog cow cat horse cuts cut cow cut dog cat
coat cute horse dog cute cow dog cow cut cat cat dog horse cut**

SAY:

- 1) “Was this harder or easier? Why?” *Wait for responses*
- 2) “What did you do this time to help you concentrate more?” *Answers could be; they kept themselves still, they faced you, they kept thinking about the instructions.*

SAY: “The strategies we just discussed are ways to help sustain attention. You might have just heard a strategy that another student used that you could try next time you need to focus your attention on a task.”

Optional - If you and your students want, you could try reading the list a third time combining both challenges - Clap when they hear the word “cat” and standing when they don't hear the name of an animal.

SLIDE 4: Sustained Attention - Six Strategies

SAY: “Speaking of Strategies, let's look at things you can do to increase your focus. We will now look at 6 strategies you can use to help you maintain your attention. The first strategy is to nourish your body and refresh your brain.”

Reveal each bullet individually and discuss each with the class..

SLIDES 5-9: Sustained Attention - Six Strategies

Read through each strategy, reveal each bullet individually and discuss each with the class

SLIDE 10: Sustained Attention - Final Task

Read through the slide

Students will need a blank sheet of paper and a marker, pen or pencil to draw with.

The video will open up in a new window. Skip the ad. Expand the window to fullscreen.

The video is 21 minutes long. You may need to pause it at points. At the nine minute mark they start discussing coloring in the picture. If students have access to color markers/colored pencils they can continue coloring in the picture, or they can just watch the rest of the video.

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