Educate to Empower

Activity sheets



Before you start

There are no wrong answers on this sheet.

Several of the activities are designed so that everybody gets a different answer.

You will not be asked to hand in anything except the last page.

NAME

CLASS / DATE

01

LESSON 1 · ACTIVITY 1

The candle test

60 seconds, timed

Look at the candle on the screen. Every time you blink, make a mark...' in the box below, then carry on looking. Do not try to stop it happening — just count it.

Make one mark here every time you blink. Do not try to stop it happening — just count it.

My total _____ *Nobody in the room will have written zero. That is the point.*

02

LESSON 1 · ACTIVITY 2

Which one are you, usually?

5 minutes

Think about the last lesson you really struggled to concentrate in. Tick the boxes that describe how you felt. You can tick boxes in both columns.

This is not a test and it is not a diagnosis. It describes how you felt in one lesson, not what kind of person you are.

TOO SWITCHED-ON	TOO SWITCHED-OFF
☐ restless, could not sit still	☐ flat and heavy
☐ wired, brain moving too fast	☐ drifting, thinking about something else
☐ irritable — small things really annoyed me	☐ eyes on the page, nothing going in
☐ could not settle on anything	☐ sleepy, could not get going
☐ my heart was going / I felt on edge	☐ I did not really notice anything at all

Now turn to the person next to you. One minute each.

2a. Which column sounds more like that lesson?

2b. Does it change depending on the subject? Or the time of day? Give an example.

If you ticked boxes in both columns, that is the right answer. Almost everyone is both, at different times.

Before the next lesson: catch yourself once

Between now and the next lesson, notice one time when you cannot concentrate.

Ask yourself: am I too switched-on, or too switched-off? What was going on around me?

You do not have to fix anything yet. Just notice it. Lesson 2 starts with what you found.

What I noticed:

LESSON 1 · RECAP

10 seconds each

Rapid fire

Your teacher will read out five questions about Lesson 1. Write a short answer to each one. Do not look back at page 1.

1	
2	
3	
4	
5	

03

LESSON 2 · ACTIVITY 3

Count the capture

2 minutes, in pairs

Pick one app you use. Do not get your phone out — just picture it. List every feature that is designed to grab you without asking: red dots, badges, autoplay, streaks, "someone is typing", stories, a page with no bottom. Longest list wins.

The app I picked: _____

FEATURE	WHAT IT AIMS AT (movement? sound? colour? something unexpected?)
1	
2	
3	
4	
5	
6	

3a. Which one of these could you turn off tonight?

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04

LESSON 2 · ACTIVITY 4

How did it learn?

2 minutes

Do not get your phone out. Just picture your feed.

4a. Write down one thing your feed reliably shows which is specific to you.

4b. Now write down how it found out you liked it. Be specific — what exactly did you do?

Nobody sat down and programmed it to know that about you. You taught it — every pause, every rewatch, every second you did not scroll past.

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05 LESSON 2 · ACTIVITY 5 Pick one

5 minutes · hand this page in

Choose ONE thing from the five strategies. Write down what you will do, and when you will do it. Be specific.

"Concentrate better" is not a plan.

"Phone in my bag, not on the desk, when I do my homework tonight" is a plan.

THE FIVE STRATEGIES — circle the one you are choosing
Your teacher may not have covered all five. Choose from the ones you did cover.

1	Notice which state you are in — am I too switched-on, or too switched-off
2	Turn the outside up or down — change where and how you work
3	Move — it works on both problems
4	Fix your signal-to-noise ratio — turn the noise down, turn the signal up
5	Work with your clock — put the hardest work in your best hours

MY PLAN

When

_____

I will

_____

Your teacher will come back to this in about two weeks and ask whether you did it.