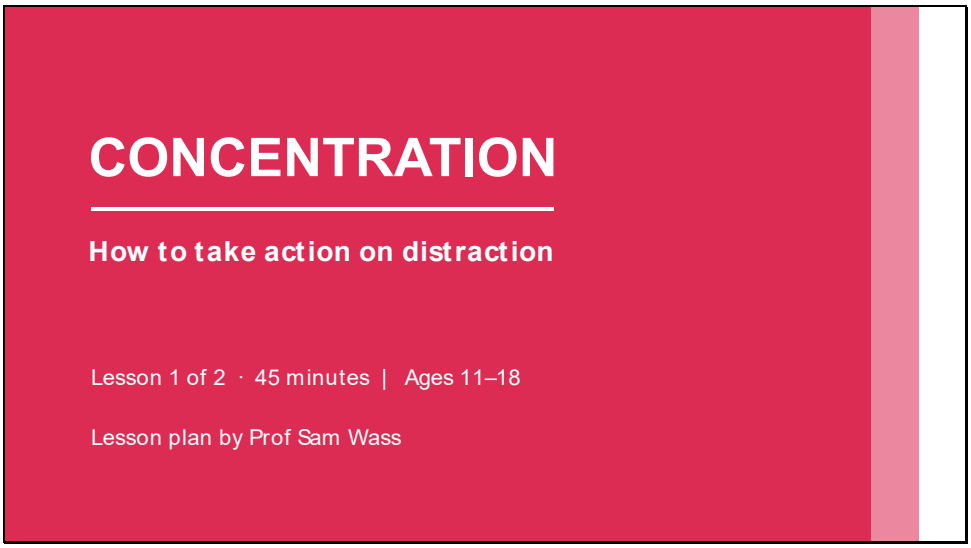
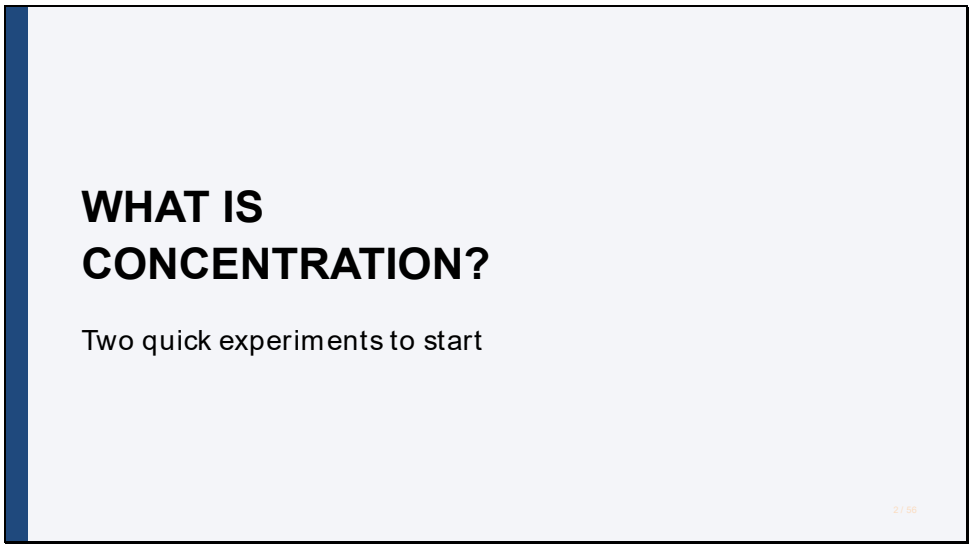
Slide 1



TIMING 1 min · CLOCK 00:00
LESSON 1 OF 2. DO: Have this up as they come in. Say nothing about it.
SET UP: every student needs paper and a pen, plus the activity sheet. Today's activities need something written down.
CLOCK: each note gives the length of the slide and the elapsed time you should be arriving at it. Delivered in full, Lesson 1 lands at 45:00. The clock starts again at 00:00 for Lesson 2, on slide 29.
FONT: the deck uses Open Sans. If your machine does not have it, PowerPoint will substitute and a few text slides will reflow.
BACKGROUND: the teacher background notes (supplied separately) set out the research behind each section. They are worth fifteen minutes before you teach, and they are written for your own practice as much as for these two lessons.

Slide 2



TIMING 40 sec · CLOCK 01:00
DO: Read the heading. Move straight on.
DO NOT preview the two experiments — they only work if the class does not know what is coming.

Slide 3

PUT YOUR HAND UP IF YOU HAVE EVER...

Read a whole page of text, got to the end, and realised you had taken nothing in.



TIMING 40 sec · CLOCK 01:40
DO: Read this out to the class. Wait for a show of hands. Do not comment. Move on.
EXPECT: almost every hand. That is the point — they need to see it is normal.

Slide 4

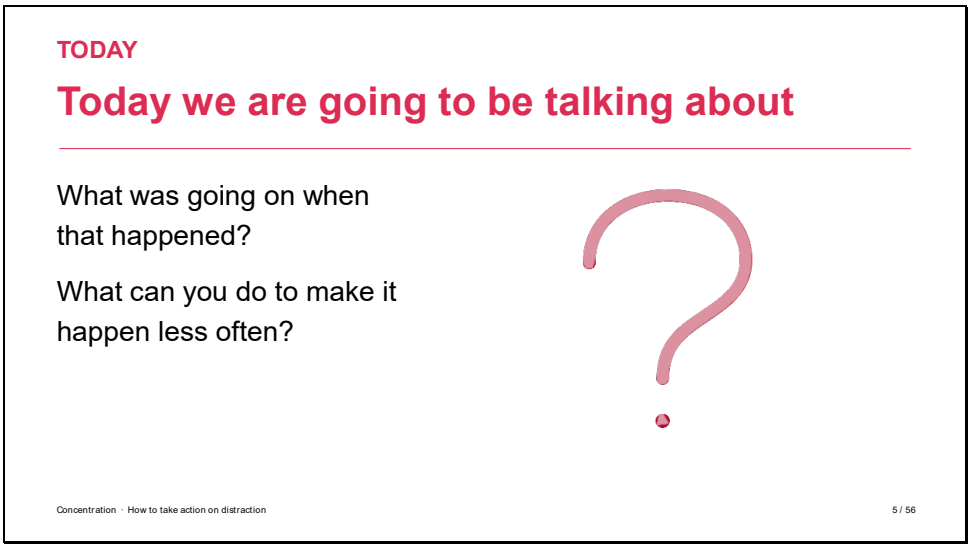
PUT YOUR HAND UP IF YOU HAVE EVER...

Been asked a question in class and realised you have no idea what the teacher was talking about - even though you had been looking at them the whole time.



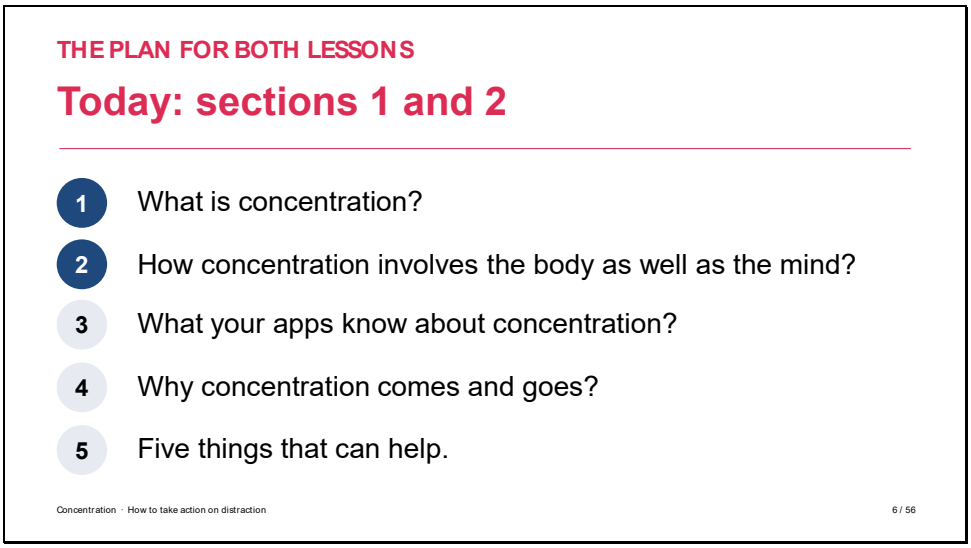
TIMING 40 sec · CLOCK 02:20
DO: Read it out. Wait for hands. Put your own hand up too — it lands better if they see it happens to adults. Move on.
DO NOT: name anyone, or joke about a particular student. This must not feel like a reprimand.

Slide 5



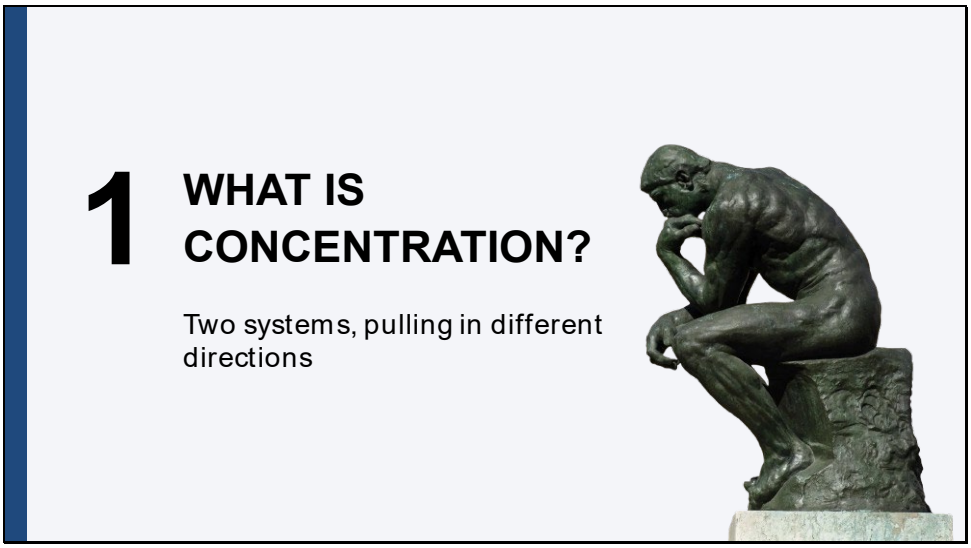
TIMING 40 sec · CLOCK 03:00
DO: Read the two questions. Do not answer them. Move on.
WHY: this frames both lessons as two questions rather than a lecture. Lesson 1 answers the first. Lesson 2 answers the second.

Slide 6



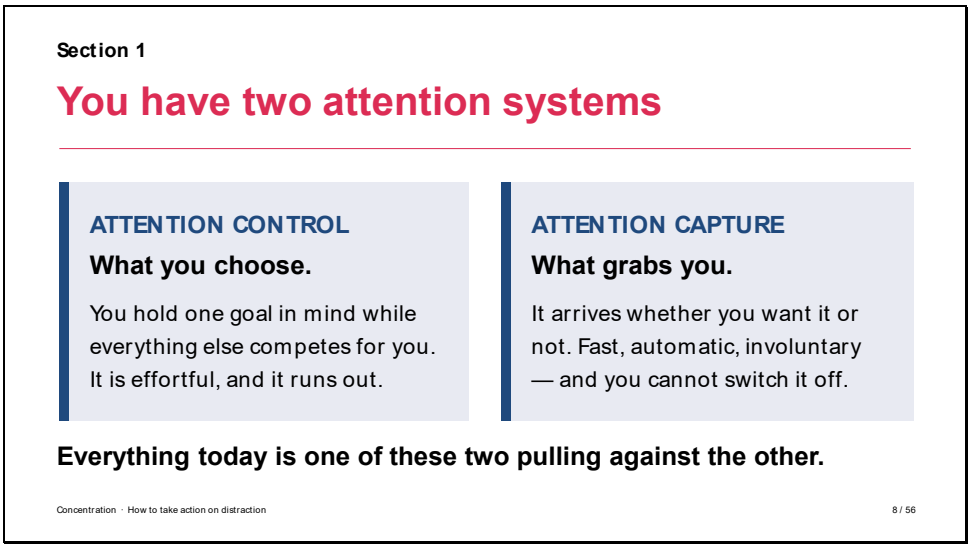
TIMING 40 sec · CLOCK 03:40
DO: Point at the five sections and move on. Do not read it out line by line. Sections 1 and 2 are today. Sections 3, 4 and 5 are next lesson.
LINK: the five numbers here are the five section dividers, so students can place themselves as the lesson goes.

Slide 7



TIMING 10 sec · CLOCK 04:20
SECTION DIVIDER. Click straight through.

Slide 8



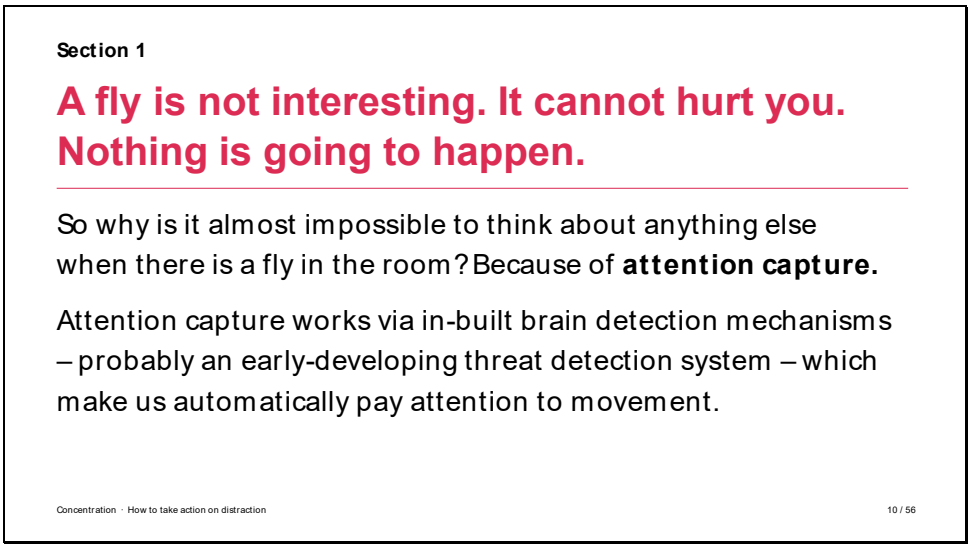
TIMING 1 min 30 sec · CLOCK 04:30
DO: Read the two cards. This is the frame the whole lesson hangs on, so give it a moment.
SAY: “One of these arrives whether you want it or not. The other one you have to spend energy on.”
KEY WORDS: attention capture and attention control. Both come back in every section from here.

Slide 9



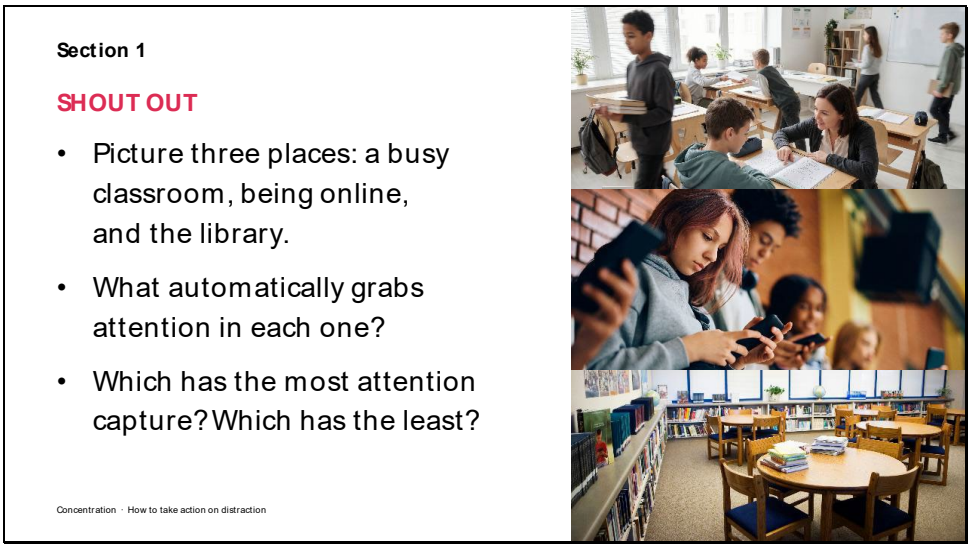
TIMING 45 sec · CLOCK 06:00
DO: Put this up. Say nothing at all for about ten seconds. Let them look.
THEN SAY: “Try not to look at it.” Leave another five seconds.
NOTE: the fly loops, so you can leave it running as long as you like.

Slide 10



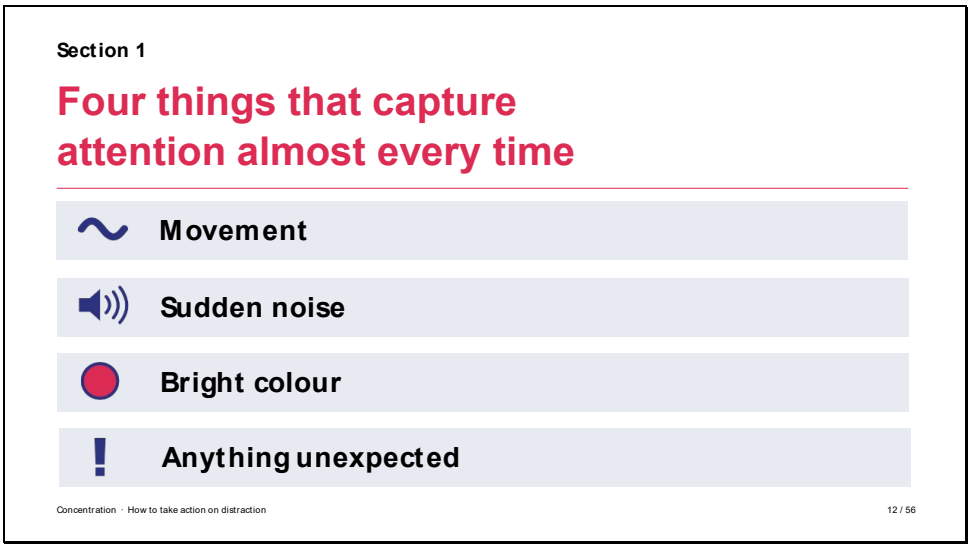
TIMING 1 min 15 sec · CLOCK 06:45
DO: Read the sentences.
POINT TO LAND: attention is not only about willpower. Things outside you are pulling on it constantly.

Slide 11



TIMING 4 min · CLOCK 08:00
DO: Give pairs one minute to compare the three places. Then take five or six answers. Do not correct any of them. Do not build on them yet.
TYPICAL ANSWERS: a phone buzzing, someone tapping a pen, a conversation behind you, a clock, someone eating, a door opening.
IF THE ROOM IS QUIET: point at something in your own room that is doing it right now.

Slide 12



TIMING 1 min · CLOCK 12:00
DO: Read the four. Ask them to check their own answers from the shout-out against this list. Move on.
LINK: every one of these turns up again next lesson, when we look at apps.

Slide 13

Section 1

Attention capture: what grabs you

Attention capture is fast, automatic and involuntary.

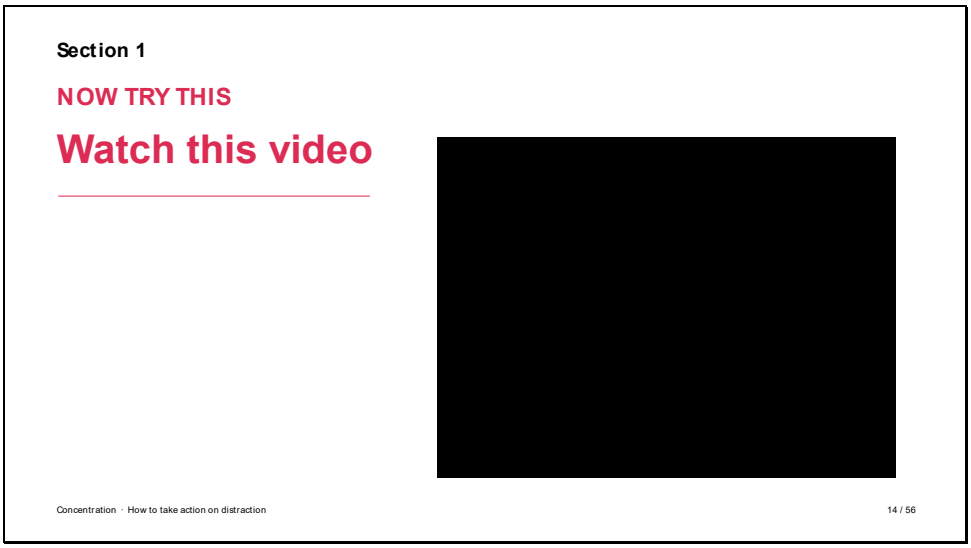
You cannot switch it off.

It's hard NOT to pay attention to movement – even if it's just a fly.



TIMING 1 min 15 sec · CLOCK 13:00
DO: Link it straight back to the fly. Say: "movement plus noise — that is why the fly wins."
KEY WORD: write ATTENTION CAPTURE on the board. They will need it again next lesson, in Section 3.

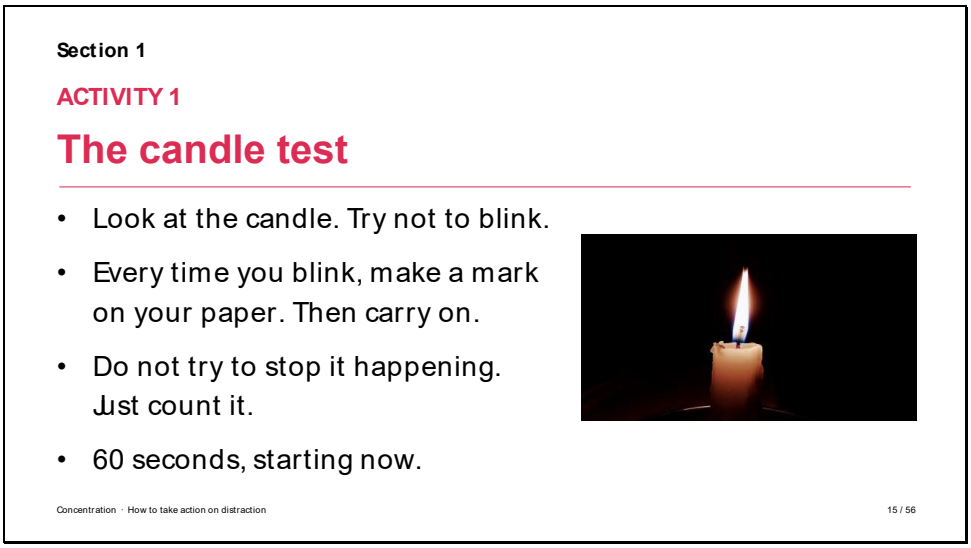
Slide 14



TIMING 3 min 30 sec · CLOCK 14:15
DO: Play the video, pausing when it asks how many passes pupils counted. Take a few answers, then resume to reveal the correct number. Pause again immediately after the answer, before the gorilla is mentioned. Ask, “Did anyone notice anything unusual?” Take three or four reactions, then resume to show the reveal. Watch the video beforehand so you know where to pause, and avoid mentioning the gorilla until pupils have shared their observations.
CHECK BEFOREHAND: play it yourself, and check it is not blocked on your school network.
DEBRIEF: missing it is the normal result, not a failure. Say so. Full attention on one thing means missing another thing in plain sight.

TRANSLATION OF ON-SCREEN TEXT INSTRUCTIONS:
Count how many times the players wearing white pass the basketball
How many passes did you count?
The correct answer is 15.
But did you see the gorilla?

Slide 15



TIMING 4 min · CLOCK 17:45
ACTIVITY 1. Worksheet page 1.
DO: Time a full 60 seconds. Then show of hands: 0–3 marks? 4–8? 9 or more?
DEBRIEF (1 min 30 sec): nobody gets zero. That is the point. Attention moves constantly and that is normal. The skill is not stopping it — it is NOTICING it. Everyone here just proved they can notice it. Ask two students what pulled their attention away.
ADAPT: for students who find stillness hard, reframe as “count, do not resist”. There is no wrong answer and no failure state.

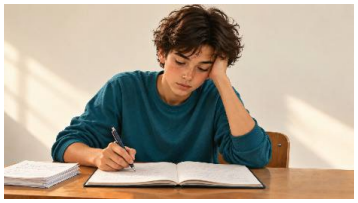
Slide 16

Section 1

Attention control: what you choose

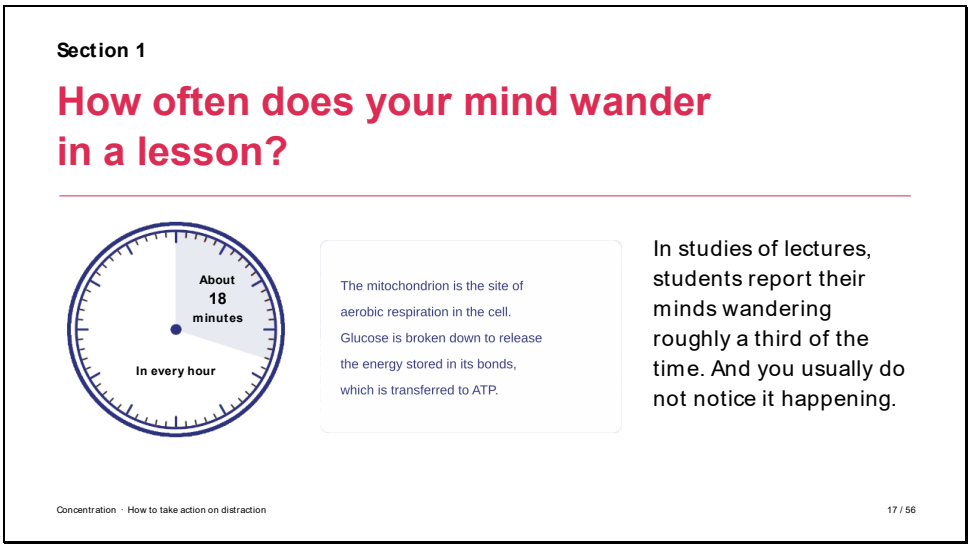
Attention control is the effortful kind.

It uses energy. It gets tired.



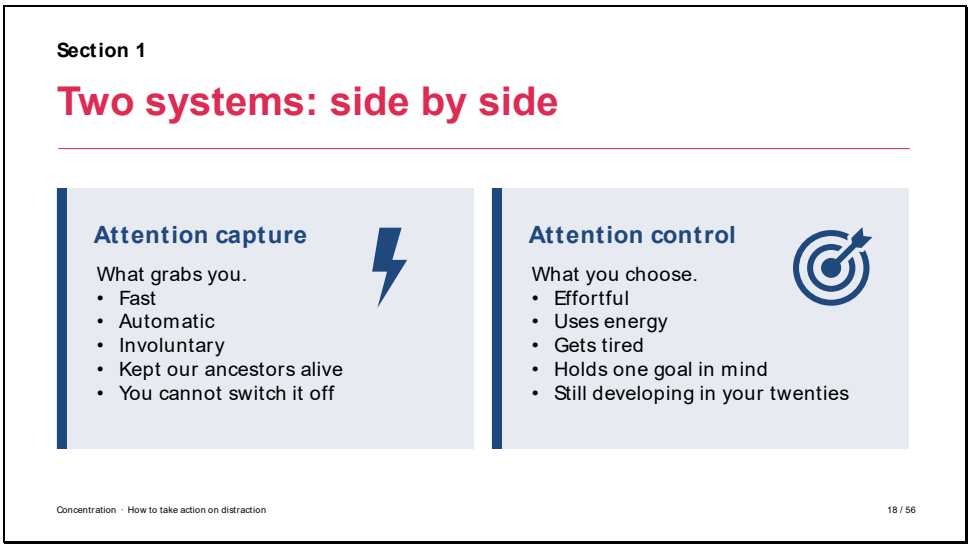
TIMING 1 min 15 sec · CLOCK 21:45
KEY WORD: write ATTENTION CONTROL on the board next to ATTENTION CAPTURE. DELIVER THE LAST LINE AS INFORMATION, NOT AS AN EXCUSE. If a student says “so it’s not my fault”, agree that it is not their fault and say it is still their job.

Slide 17



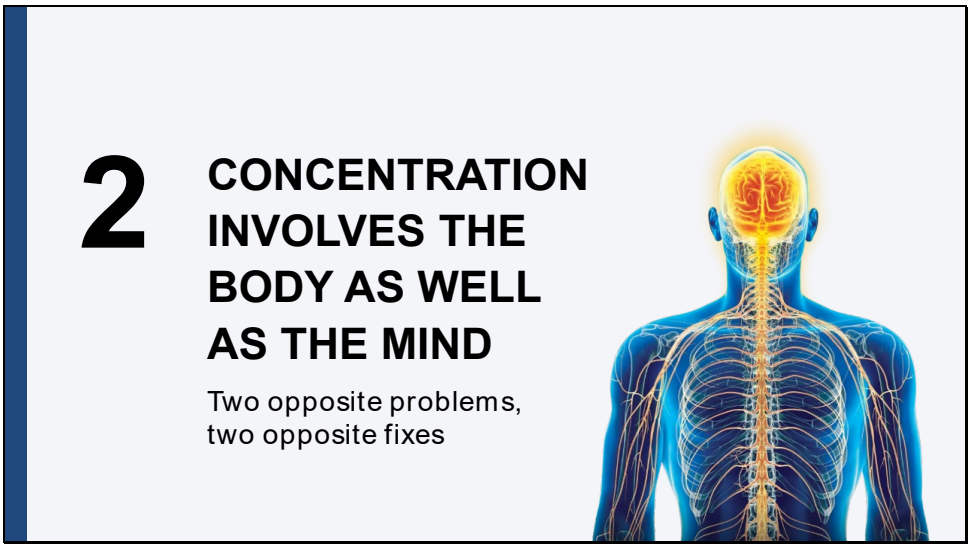
TIMING 1 min 30 sec · CLOCK 23:00
SAY: “About a third of the time. That is roughly eighteen minutes in every hour, or close to a quarter of an hour in a lesson like this one.”
TONE: this is information, not an accusation. Say clearly that this is an average across everyone, adults included, and that it rises through a lesson.
SOURCE: Lindquist & McLean (2011); Risko et al. (2012). See teacher background notes.

Slide 18



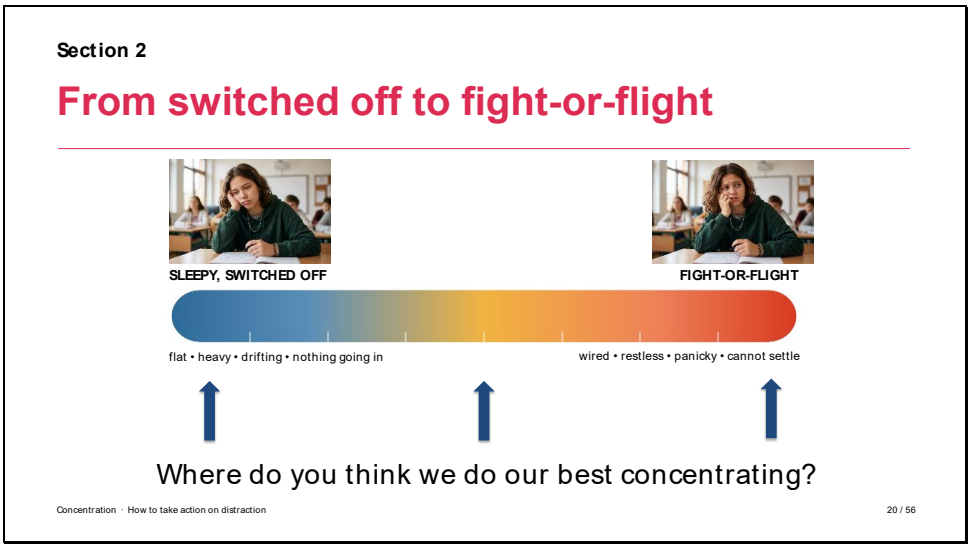
TIMING 2 min · CLOCK 24:30
DO: Point at the two columns. Say: “one of these arrives whether you like it or not. The other one you have to spend energy on.”
CHECK: ask two or three students to give you an example of each from their own morning.
SAY: In the next lesson we’re going to talk about how to use these ideas to help you concentrate. What do you think we’re going to talk about?

Slide 19



TIMING 10 sec · CLOCK 26:30
SECTION DIVIDER. Click straight through.

Slide 20



TIMING 2 min 30 sec · CLOCK 26:40
DO: Ask the question on the slide — where on this line do we do the best learning? Give pairs thirty seconds to decide, then take three or four answers. Most classes say the middle, which is right.
DO NOT reveal the curve yet. It comes on slide 26, and it lands better if they have guessed first.

Slide 21

Section 2

Too switch off

Sitting still, facing the front, quiet — and taking in almost none of it.

Your eyes are here.
You are not.
Mind wandering.



TIMING 1 min · CLOCK 29:10
DO: Slow right down here. This is the one students rarely have a name for, and naming it is most of the value of this slide.
FOR TEACHERS: this is also the group you systematically under-sample in class, because they are not causing you any trouble.

Slide 22

Section 2

When you are too switched off

What helps: move, get involved, make yourself produce something.

Reading and re-reading will not do it.

You have to make output, not just take input.



TIMING 1 min · CLOCK 30:10
SAY: “The fix for being too switched off is the opposite of the fix for being too switched on. That is why one piece of general advice never works for a whole class.”

Slide 23

Section 2

Too switched on

Feels like: restless, wired, irritable, cannot settle. Small things really annoy you.

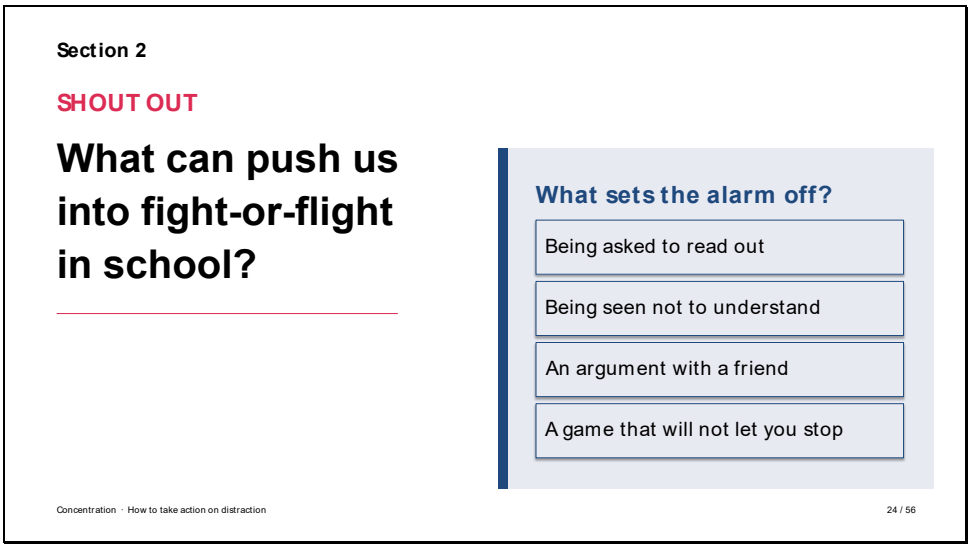
Your body has gone into fight-or-flight.

Attention capture gets stronger, attention control gets weaker.



TIMING 1 min · CLOCK 31:10
CRITICAL: do not let this sound like misbehaviour. It is a physiological state. Say so explicitly.
SAY: “This is not you behaving badly. This is your body doing something it evolved to do.”

Slide 24



TIMING 3 min 30 sec · CLOCK 32:10
DO: The four answers are on the slide, so press B to blank the screen first. Give pairs one minute to talk, take four or five answers, then press B again to bring the list back.
ON THE SLIDE: being asked to read out loud, being seen not to understand, an argument with a friend, a game that will not let you stop. Steer towards these, but take anything.
STUDENT WELFARE: if a student discloses something serious here, acknowledge it briefly, move the lesson on, and follow it up afterwards through your school's child-protection or student-welfare procedures.

Slide 25

Section 2

When you are too switched on

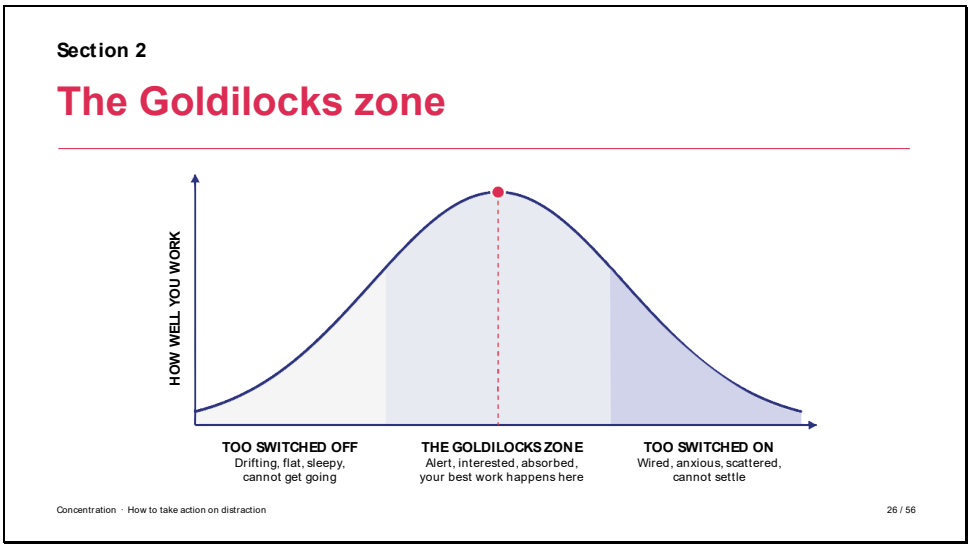
What helps: lower the demand for a minute, move, then come back.

Not “try harder”. Trying harder is what makes it worse.



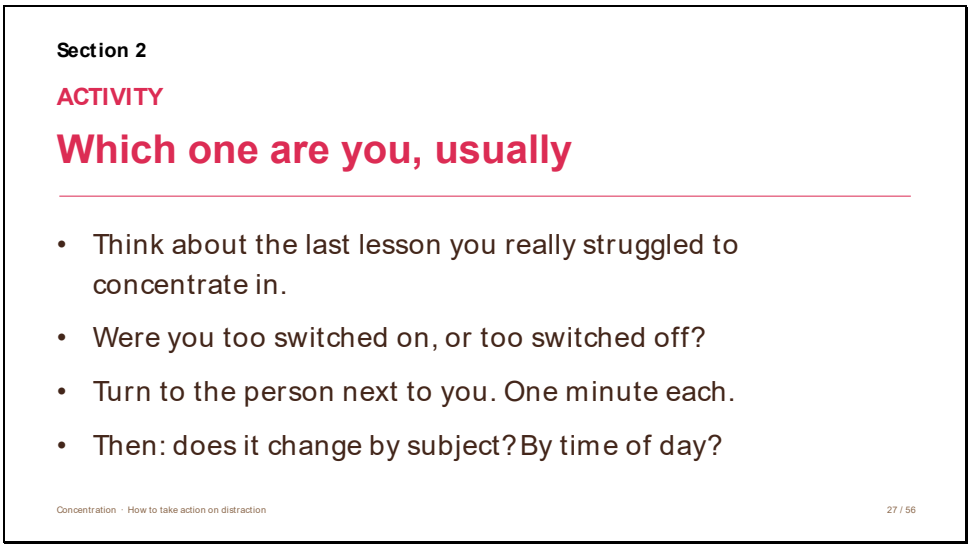
TIMING 1 min · CLOCK 35:40
DO: Land the last line hard. It is the one students remember.
SAY: “If you are already over the top of the curve, more effort pushes you further over.”

Slide 26



TIMING 2 min · CLOCK 36:40
THE KEY DIAGRAM OF THE LESSON.
DO: Reveal it and let them look before you speak. Then trace the shape with your hand: too little at this end, too much at this end, best work in the middle.
CALL BACK: point out that the class already guessed this, back on slide 20.
SAY: “Both ends feel completely different, and both of them stop you working. That is why you have to know which end you are at.”
SOURCE: Yerkes & Dodson (1908); Aston-Jones & Cohen (2005).

Slide 27



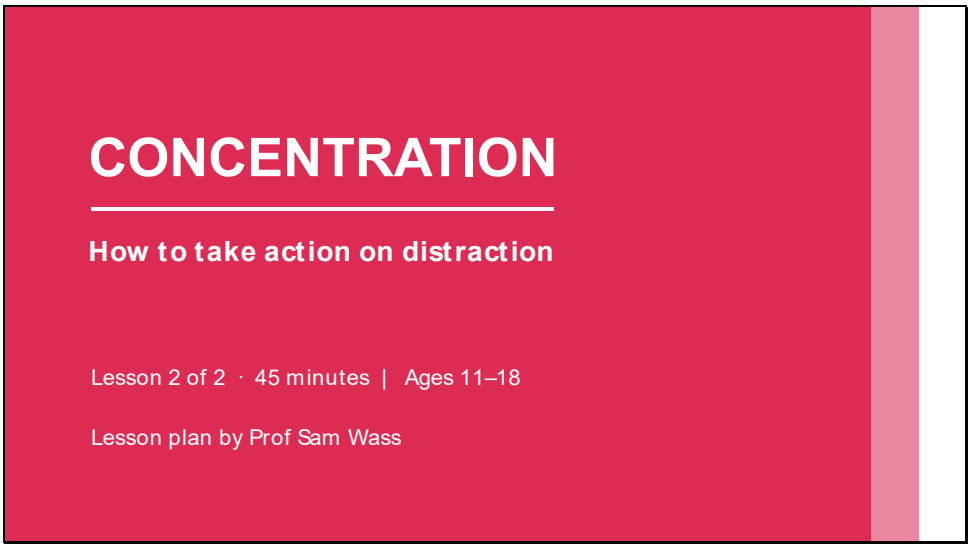
TIMING 5 min · CLOCK 38:40
ACTIVITY 2. Think-pair-share. Worksheet page 2.
DO: Give it the full time. This is the self-diagnosis moment and the heart of the lesson.
TAKE BACK: four or five responses. Expect some students to say “both, at different times” — that is the right answer, so say so.
DO NOT cold-call on this one. It is personal.
ADAPT: offer a written option for students who would rather not talk.

Slide 28



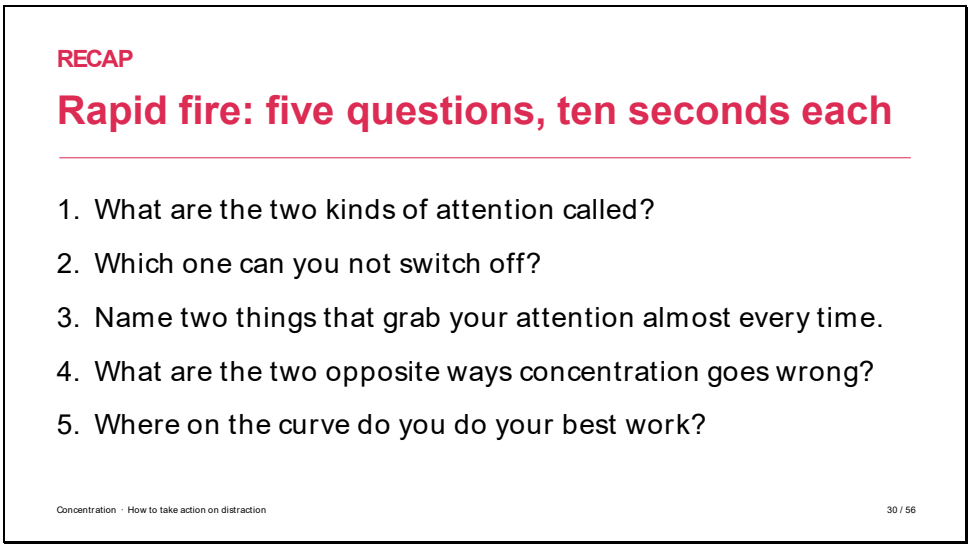
TIMING 1 min 20 sec · CLOCK 43:40
CLOSE OF LESSON 1.
DO: Read it out. The same question is printed in the box at the bottom of worksheet page 2. If you collect the sheets in, ask students to copy it into their notebooks.
SAY: “You do not have to fix anything yet. Just notice it once, and notice what was going on around you.”
NEXT LESSON opens with a rapid-fire recap and asks what they noticed.
SHEETS: collect the activity sheets in, or ask students to bring them back. Pages 3 to 5 are used in Lesson 2.

Slide 29



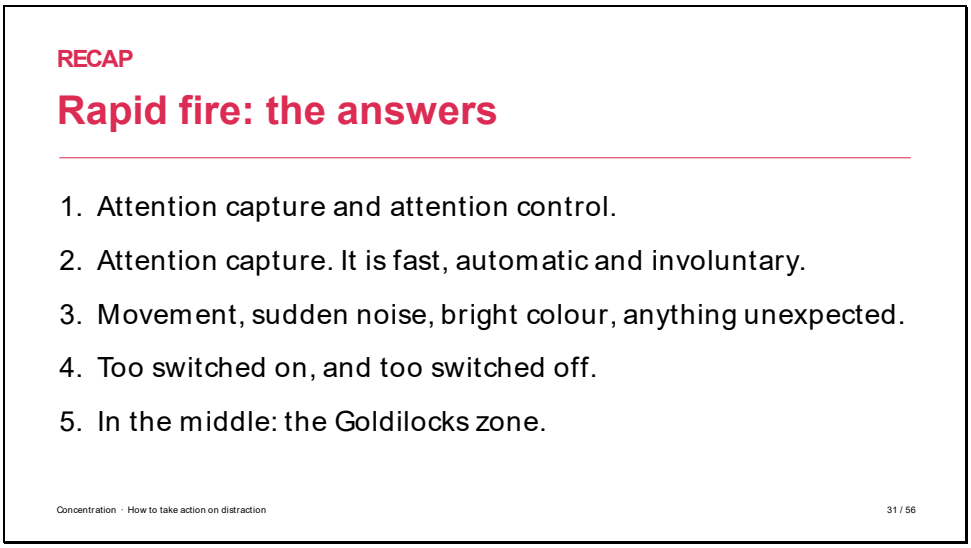
TIMING 30 sec · CLOCK 00:00
LESSON 2 OF 2. DO: Have this up as they come in. Hand back the activity sheets from Lesson 1.
SET UP: every student needs a pen and the activity sheet. Pages 3 to 5 are used today.
CLOCK: the clock starts again at 00:00. Delivered in full, Lesson 2 lands at 45:00.

Slide 30



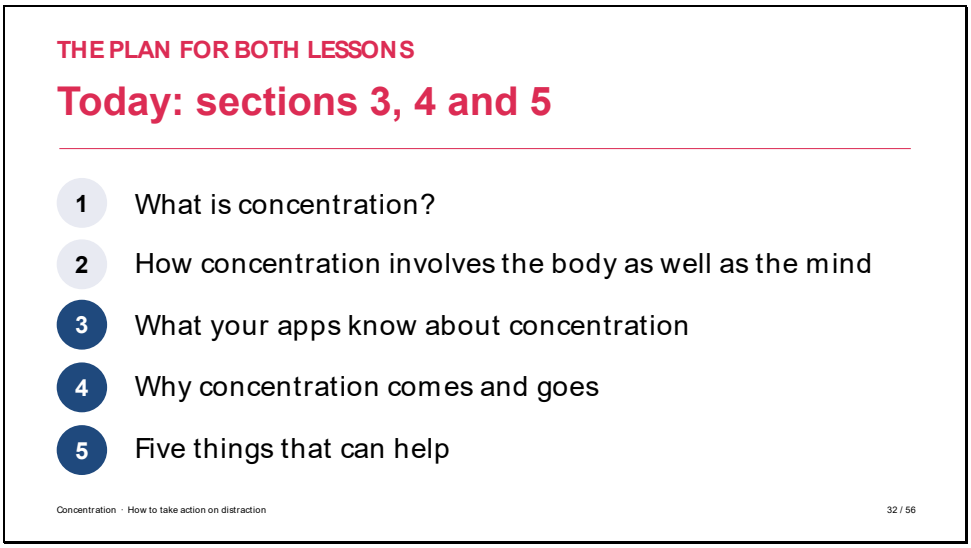
TIMING 3 min · CLOCK 00:30
RECAP. Worksheet page 3, top of the page.
DO: Read each question out and give ten seconds for a written answer. No talking and no looking back at page 1. Keep it fast.
WHY: this brings back the two ideas Lesson 2 depends on — the two kinds of attention, and the two ways concentration goes wrong — and shows you what needs thirty seconds of re-teaching.
ALTERNATIVE: repeat the candle test from slide 15 for thirty seconds instead, and ask what is different now that they know why it happens.

Slide 31



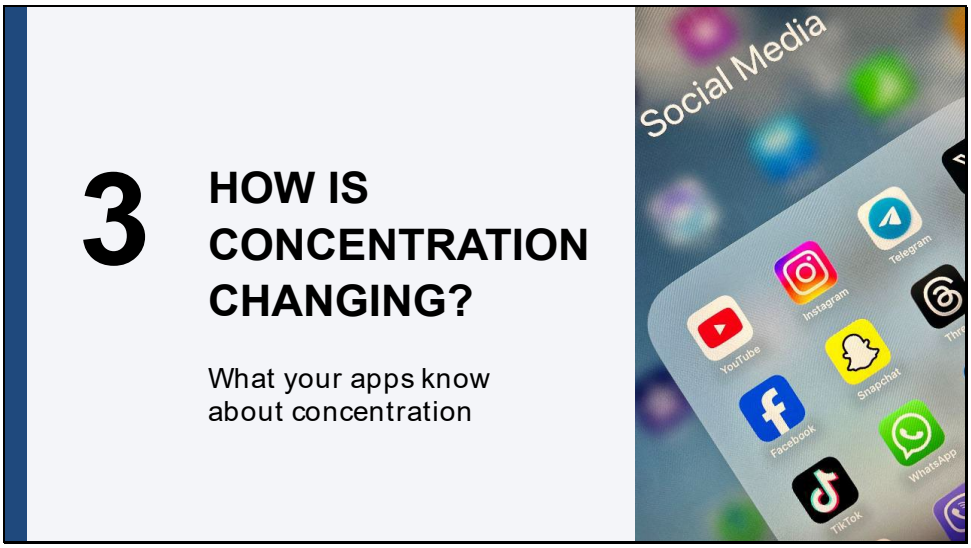
TIMING 2 min · CLOCK 03:30
DO: Reveal the answers. Students mark their own. Ask for hands up for five out of five.
THEN ASK: “Since last lesson, did anyone catch themselves too switched on or too switched off? What was going on?” Take two or three answers.
KEY WORDS to have back in the room before Section 3: attention capture and attention control.

Slide 32



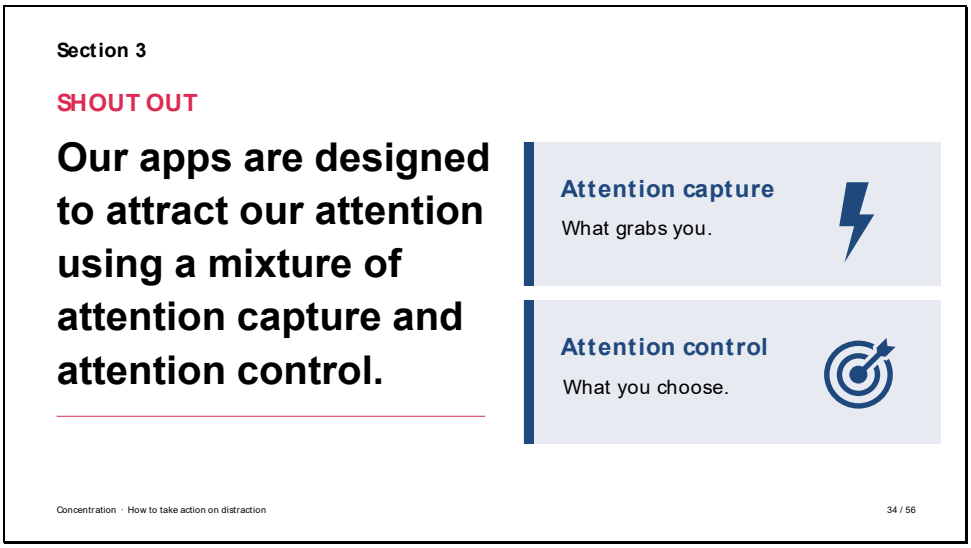
TIMING 30 sec · CLOCK 05:30
DO: Point at the three sections for today and move on.
LINK: sections 1 and 2 were last lesson. Today is about what is making concentration harder, and what you can do about it.

Slide 33



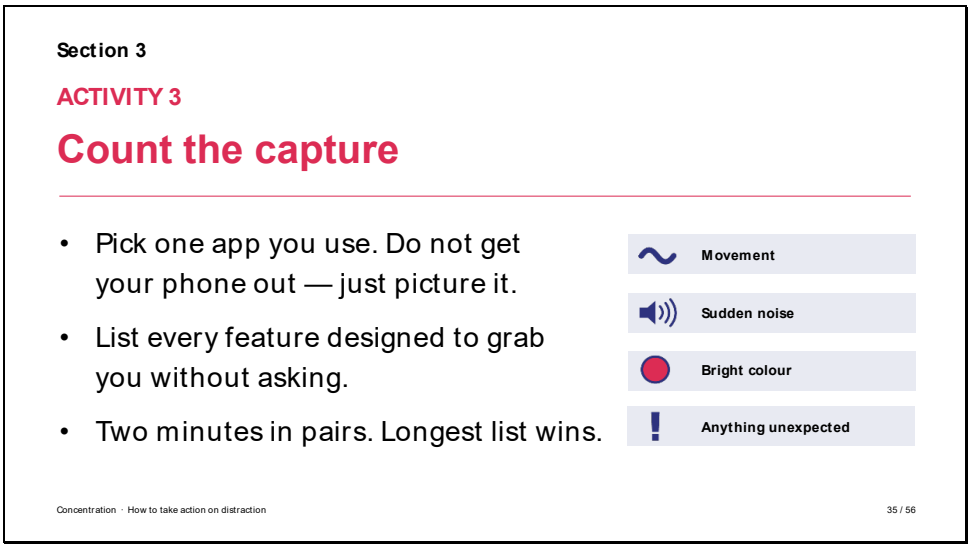
TIMING 10 sec · CLOCK 06:00
SECTION DIVIDER. Expect this one to wake the room up.

Slide 34



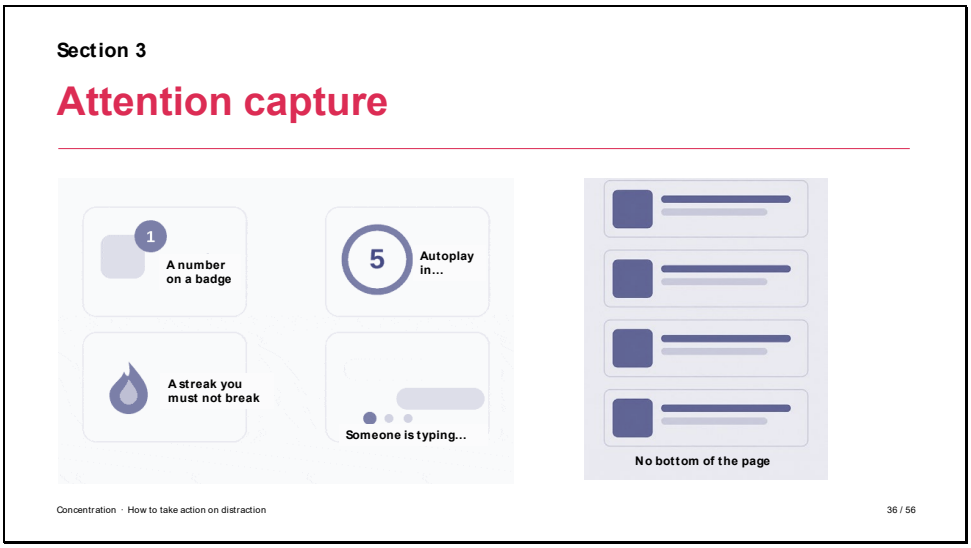
TIMING 3 min · CLOCK 06:10
DO: Read it out. Give pairs one minute to think of an example of each kind, then take three or four of each. Write them on the board in two columns: the pull you do not choose, and the pull you choose.

Slide 35



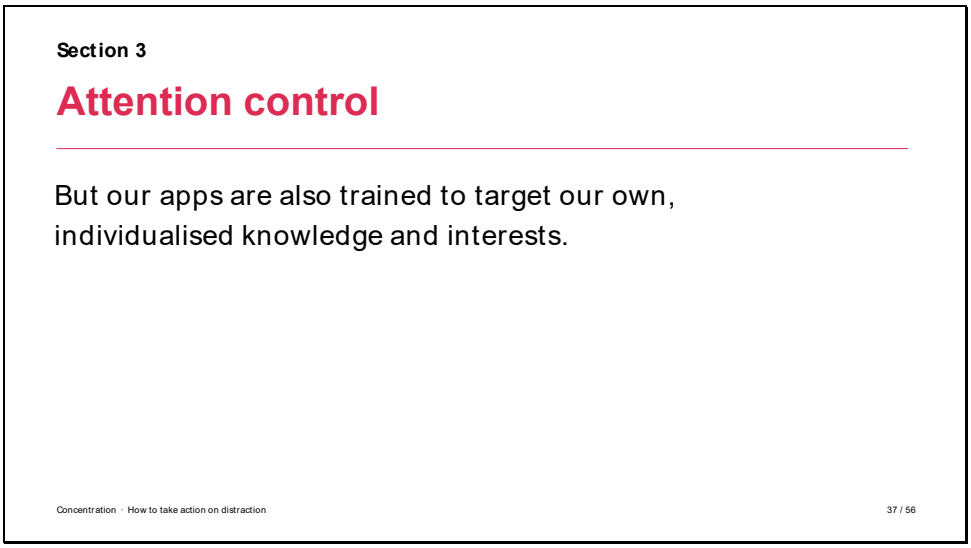
TIMING 4 min 30 sec · CLOCK 09:10
ACTIVITY 3. Worksheet page 3.
DO: Two minutes in pairs. Then take the longest list, and ask the question at the bottom of the worksheet: which one of these could you turn off tonight? Expect long lists — they are much better at this than adults are.
WHY IT WORKS: it flips them from target to analyst.
PHONES STAY AWAY — say so before you set it going.

Slide 36



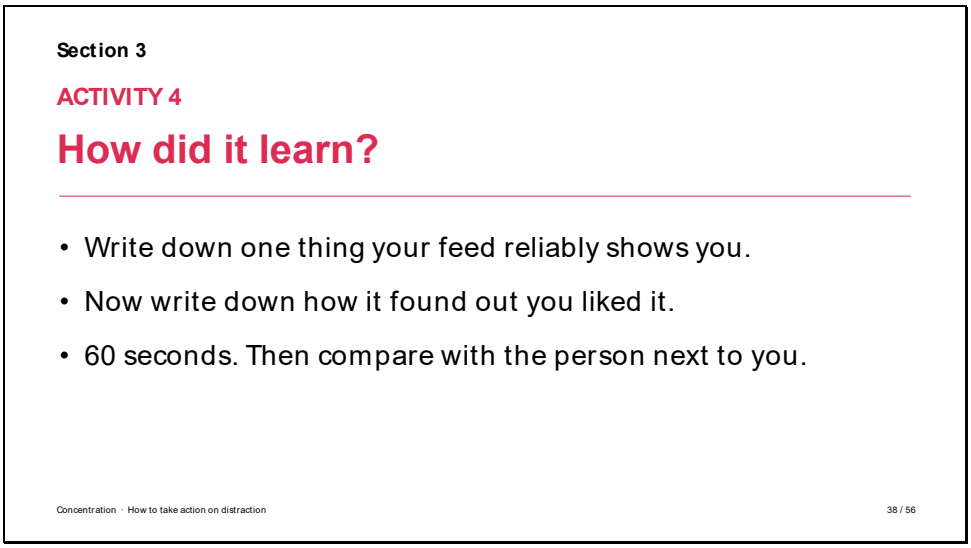
TIMING 1 min 15 sec · CLOCK 13:40
DO: Let it run. Point at each one as it animates: the number on the badge going up, the autoplay counting down, the streak, “someone is typing”.
ASK: “Which of these is in your pocket right now?”

Slide 37



TIMING 45 sec · CLOCK 14:55
DO: Read out, then move on.
LINK: this is the half students never expect — the app is not only grabbing them, it is also giving them what they chose.

Slide 38



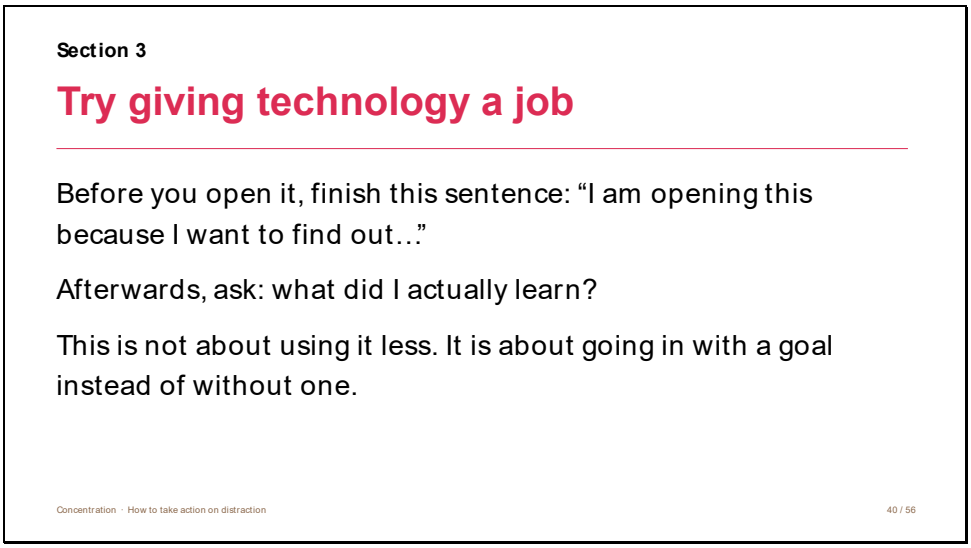
TIMING 4 min · CLOCK 15:40
ACTIVITY 4. Worksheet page 4.
DO: 60 seconds writing, 60 seconds comparing. Take three or four answers.
DEBRIEF: you taught it. Every pause, every rewatch, every second you did not scroll past.
PHONES STAY AWAY. They do not need the phone to do this, and getting phones out here costs you the rest of the lesson.

Slide 39



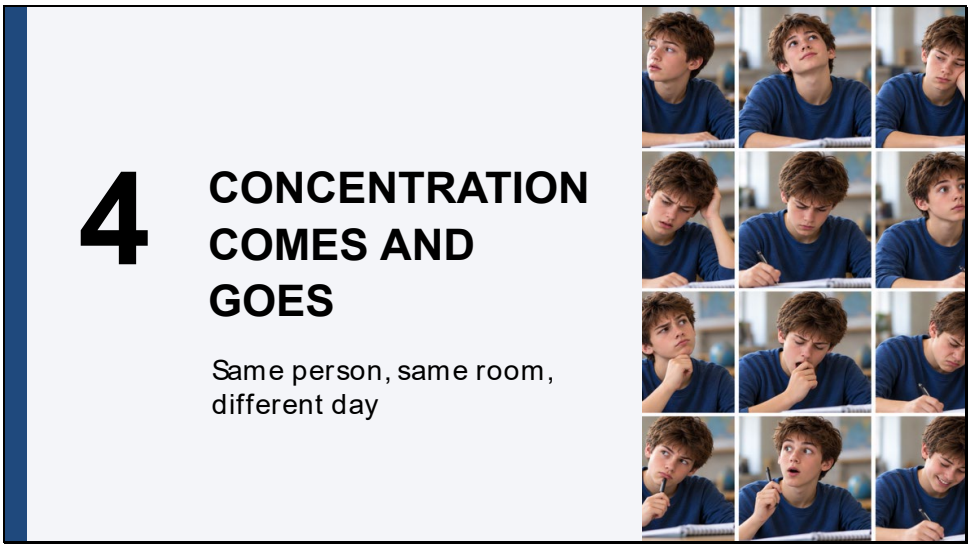
TIMING 1 min 15 sec · CLOCK 19:40
PRACTICAL POINT worth adding: out of the room beats face-down on the desk. Concrete, and testable tonight.
SOURCE: Ward et al. (2017) on phone presence. A later replication did not find the effect, so offer this as worth testing, not as proven. See teacher background notes.

Slide 40



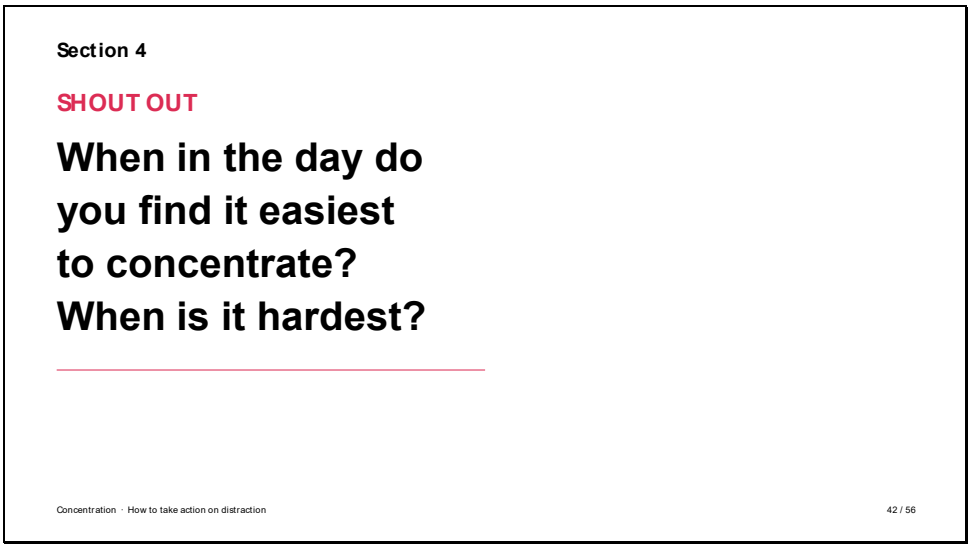
TIMING 2 min · CLOCK 20:55
DO: Make one up out loud, badly, so they see what a weak one sounds like. Then make a good one. Then give students one minute to finish the sentence for the app they picked in Activity 3, and to say it to the person next to them.
EMPHASISE: this is not a ban. Students disengage from bans.

Slide 41



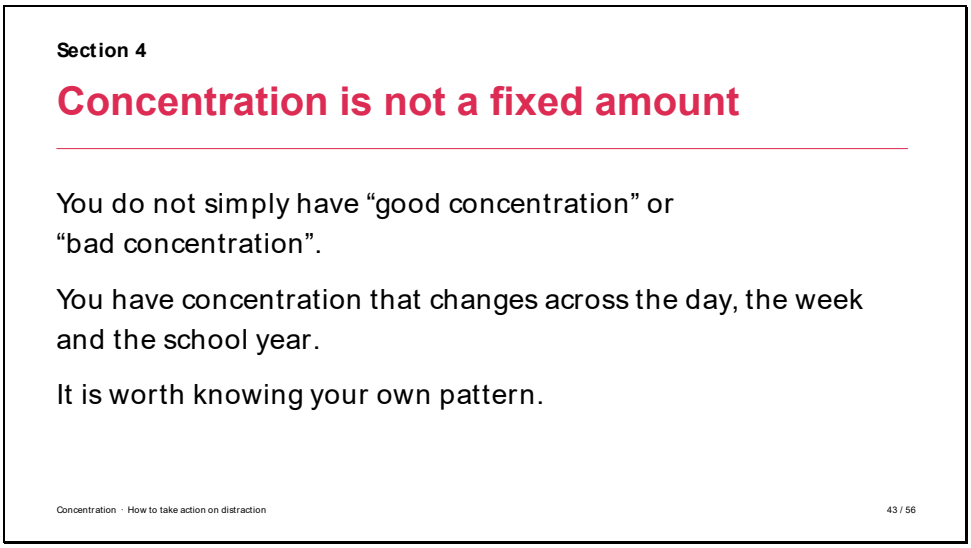
TIMING 10 sec · CLOCK 22:55
SECTION DIVIDER. Click straight through.

Slide 42



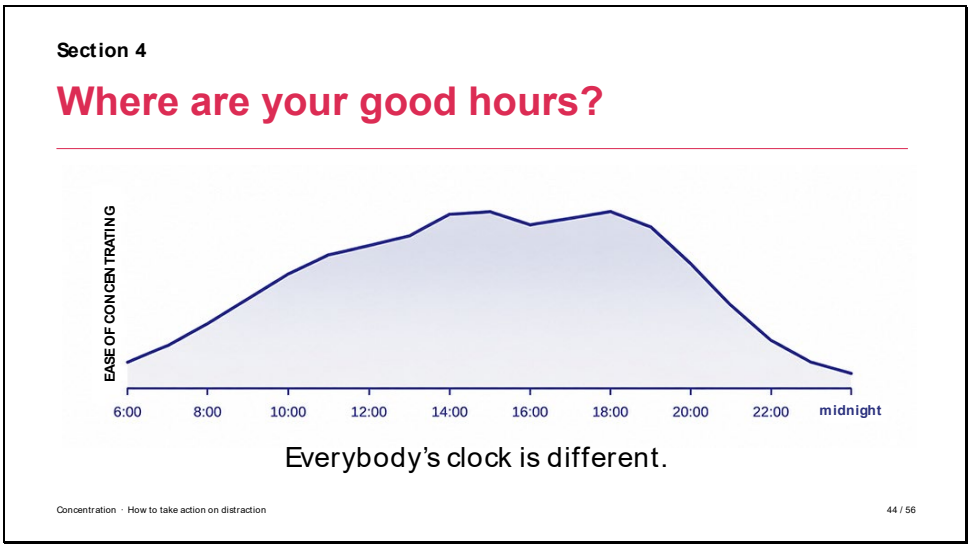
TIMING 2 min 30 sec · CLOCK 23:05
DO: Take six or seven answers, fast. Do not comment on any of them.
LISTEN FOR: how much they disagree with each other. That disagreement is the point of the next slide.

Slide 43



TIMING 1 min · CLOCK 25:35
WHY THIS MATTERS: it reframes concentration from a trait to a state. Important for any student who has already decided they are “bad at concentrating”.
SAY: “Nobody in this room is a person who cannot concentrate. Everybody in this room is a person whose concentration changes.”

Slide 44



TIMING 1 min 30 sec · CLOCK 26:35
DO: Ask for a show of hands against the shape on screen — who recognises it, who is completely different?
SAY: "The clock does not move for you. So the useful question is not when you would like to work, it is when you actually get things done."

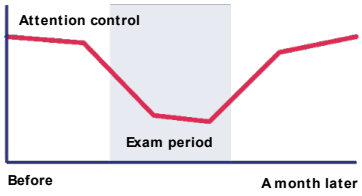
Slide 45

Section 4

Stress makes you more distractible

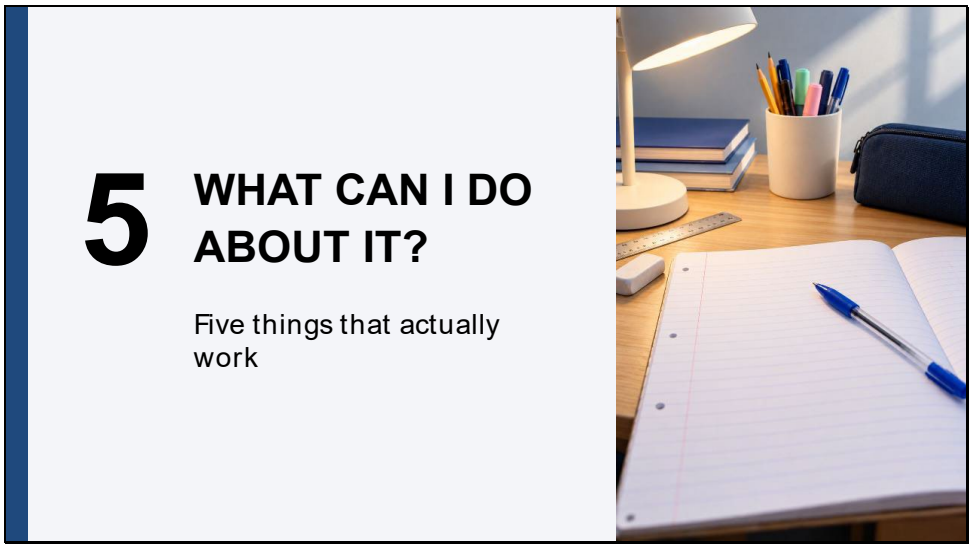
In one study, students were tested during a high-pressure exam period, and again a month later.

During the stressful period they were measurably worse at controlling their attention. Afterwards, it came back.



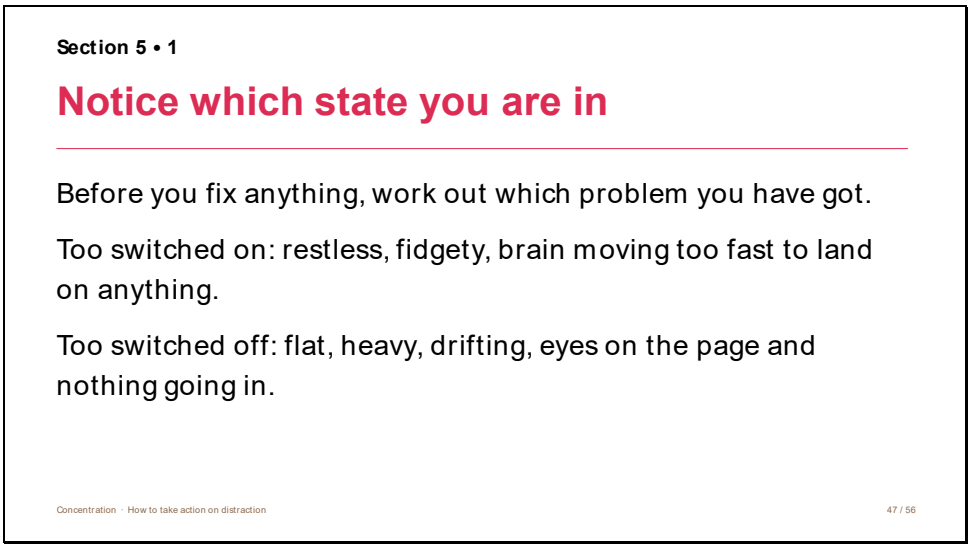
TIMING 1 min 30 sec · CLOCK 28:05
THE REVERSIBILITY IS THE REASSURING PART. Say it explicitly: this is temporary and it comes back.
SAY: “So the time you most need to concentrate is the time it is hardest. That is not a personal failing. It does mean planning around it is worth it.”
SOURCE: Liston, McEwen & Casey (2009). See teacher background notes.

Slide 46



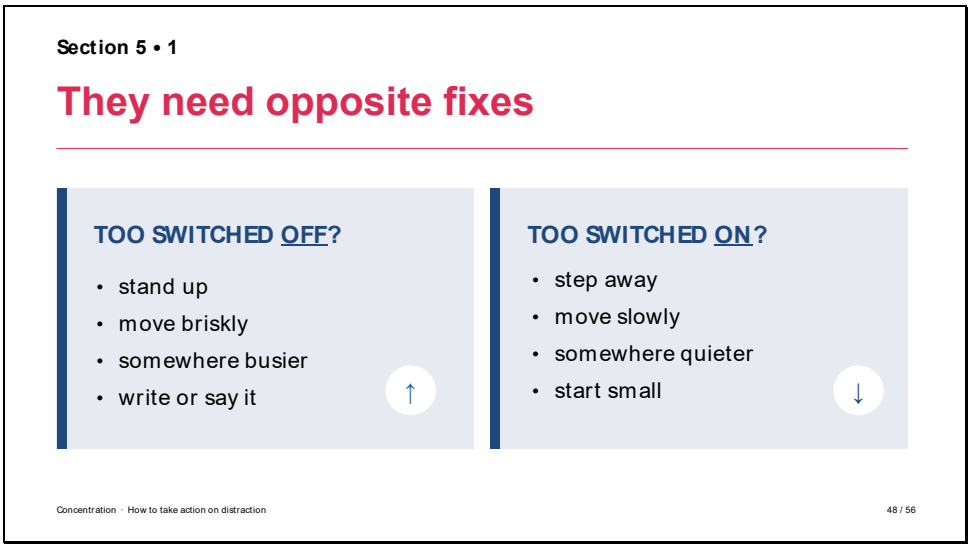
TIMING 10 sec · CLOCK 29:35
SECTION DIVIDER. Click straight through.

Slide 47



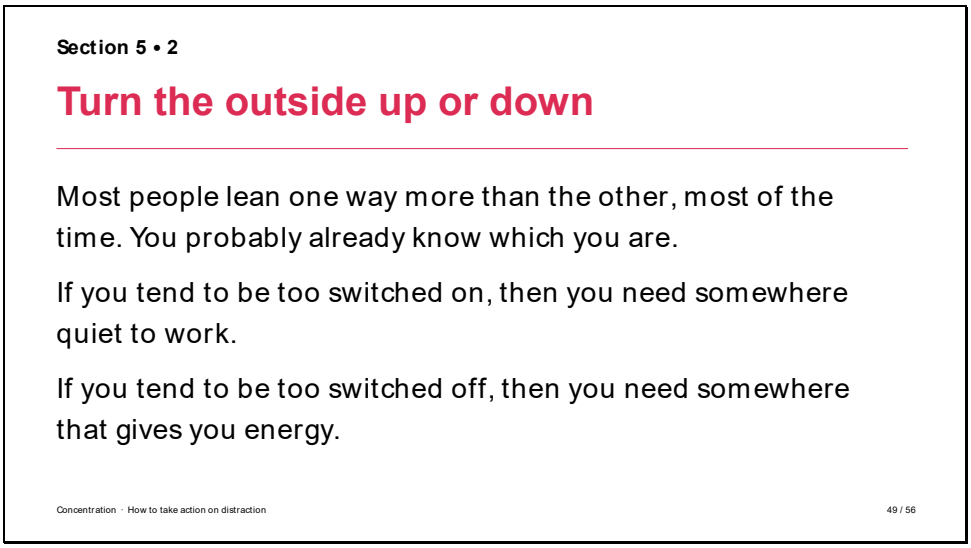
TIMING 1 min · CLOCK 29:45
RECAP ONLY — no new content.
LINK BACK EXPLICITLY to Activity 2, last lesson. They have already worked out which one they usually are.
SAY: “The check takes five seconds. Am I too switched on, or too switched off?”

Slide 48



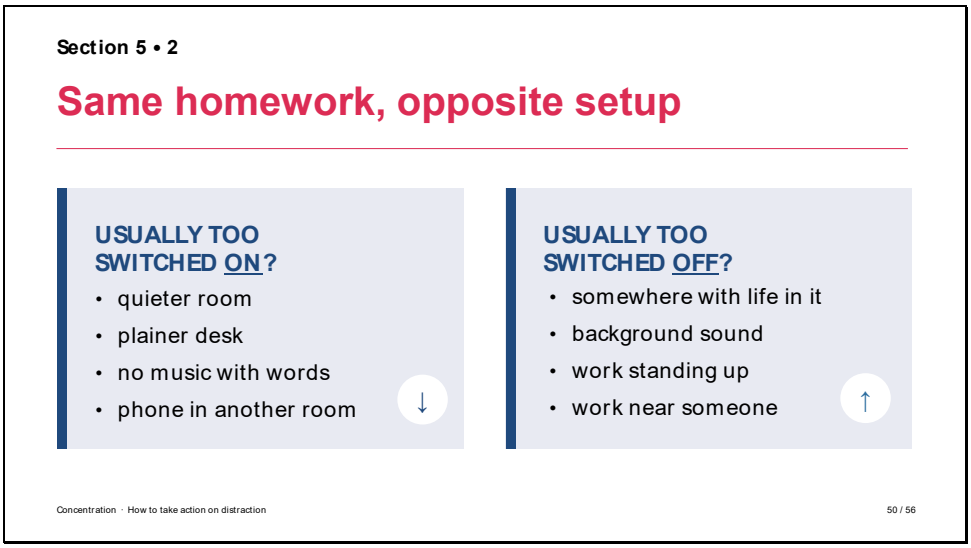
TIMING 1 min · CLOCK 30:45
POINT TO LAND: the diagnosis has to come first, because the two fixes are opposites. Get it the wrong way round and you make it worse.
SAY: “This is why generic study advice fails — it assumes everyone has the same problem.”

Slide 49



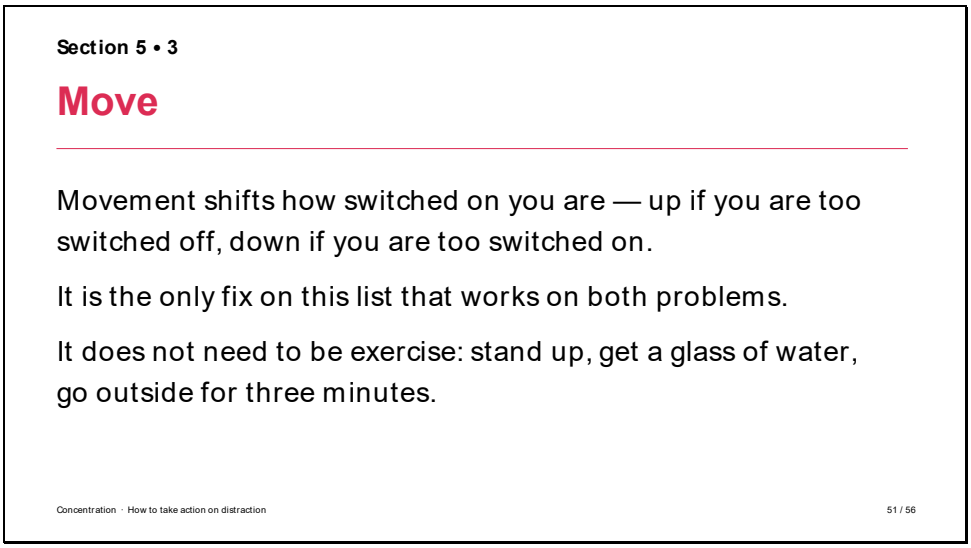
TIMING 45 sec · CLOCK 31:45
RECAP ONLY.
CALL BACK to the Goldilocks curve from last lesson (slide 26): different people sit at different default points on the same curve.

Slide 50



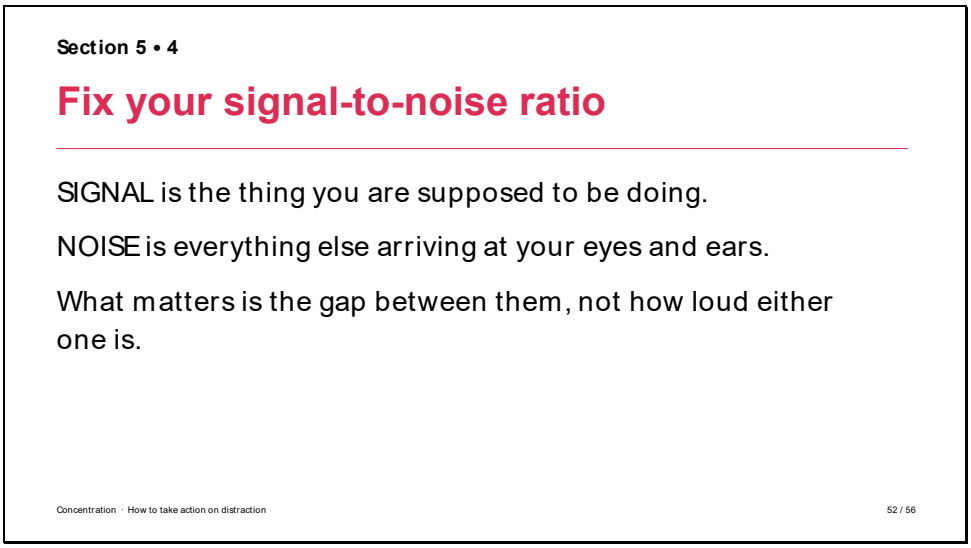
TIMING 1 min 30 sec · CLOCK 32:30
THIS IS THE SLIDE THAT GIVES STUDENTS PERMISSION to ignore study advice that does not suit them, which is often the most useful thing in the lesson.
SAY: “Studying in silence in your bedroom works brilliantly for some people and is a disaster for others. Neither of them is doing it wrong.”
WATCH FOR: students concluding they are permanently “a switched-on person” or “a switched-off person”. Say it varies by day, subject and time — the tendency is a starting guess, not a label.

Slide 51



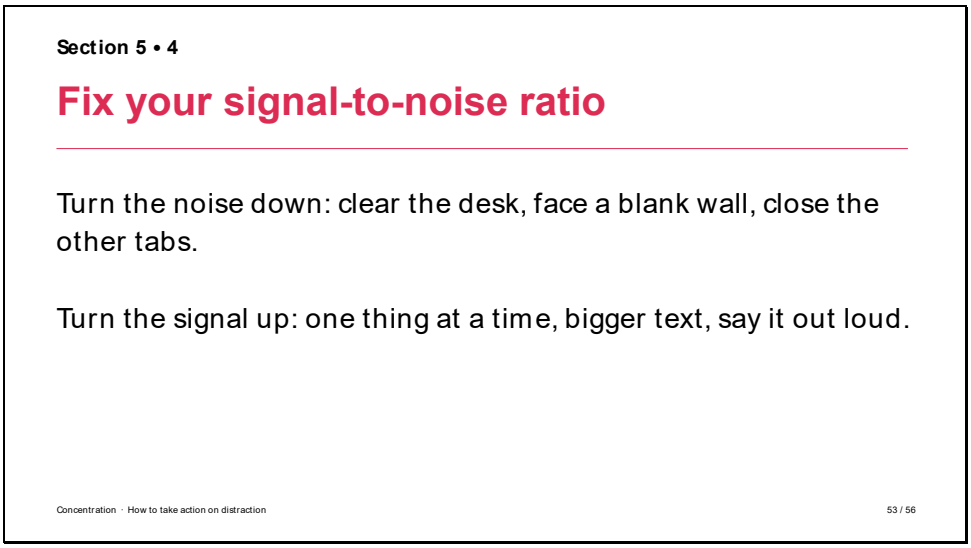
TIMING 1 min · CLOCK 34:00
RULE OF THUMB WORTH SAYING OUT LOUD: “If you have read the same sentence three times, moving will do more for you than trying harder will.”
SAY THIS TOO, or you will be asked: in a lesson it means sitting up, rolling your shoulders, or asking to get a glass of water. Going outside is for when you are working on your own.

Slide 52



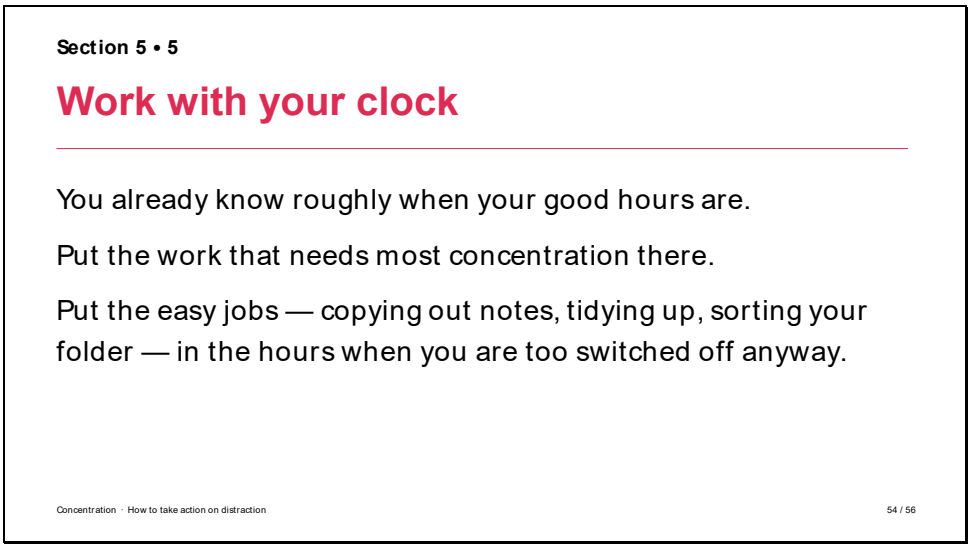
TIMING 1 min · CLOCK 35:00
DO: Read out, then move on.
TEACHER NOTE: decibel figures are deliberately kept off the student slides because they mean nothing without a reference point. See teacher background notes if you want them.

Slide 53



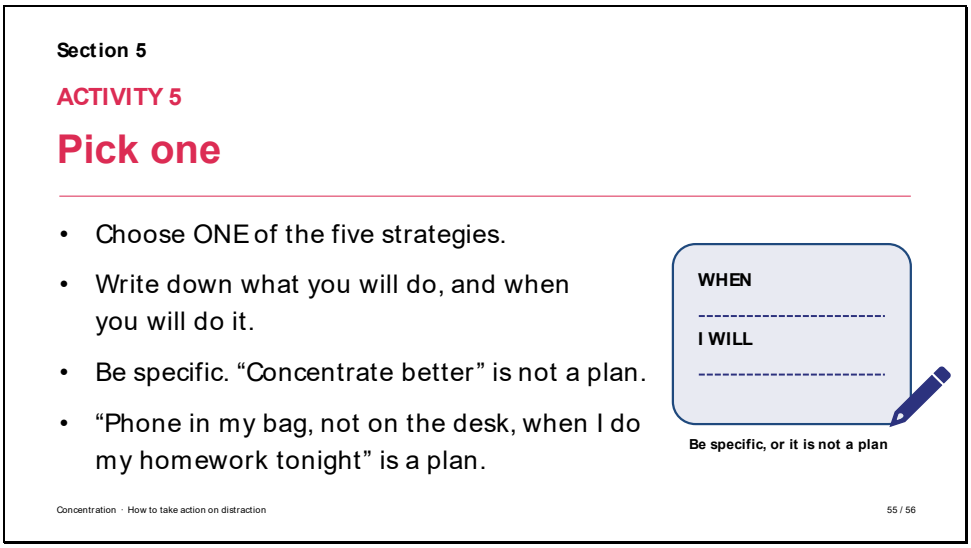
TIMING 1 min · CLOCK 36:00
DO: Read out, then move on.
ASK: “Which of those two is easier for you to actually do tonight?”

Slide 54



TIMING 1 min · CLOCK 37:00
RECAP ONLY: this cashes in the body-clock slide in Section 4.

Slide 55



TIMING 6 min · CLOCK 38:00
ACTIVITY 5. EXIT TICKET. Worksheet page 5.
DO: Give four minutes to write, then one minute for students to read their plan to the person next to them. Collect the plans, or have students keep them in their notebooks. Revisit in about two weeks — that revisit is what makes it work.
WHY THIS FORMAT: “when X, I will do Y” is an implementation intention, and it is far more effective than a general intention. See teacher background notes.
IF YOU ARE OVERRUNNING: shorten the shout-out on slide 42, not this.

Slide 56

Concentration is not something you have or do not have.

It is something you can set up the conditions for.