

Help your students learn to stay focused and on task with this lesson!



Includes:

- Pre Activity discussion questions
- Directions for two activities
- Post activity discussion questions
- Follow up worksheet
- Poster/Visual aid

Scripted Lesson Plan And Discussion Questions

Objectives:

- Students will learn that they do their best work when they are on task.
- Students will learn a visual technique to help them stay focused in the classroom.
- Teachers will have a back on task.

- Paper towel or
- Paper
- Writing utensils
- Voting sheet for

This lesson will begin with a discussion. I will then guide students as they finish their discussion using the voting sheet. I will have them complete their understanding. Then I will do the activities, or activities.

- If you do not have a rolled up paper towel
- Some ideas of a boat, a car, a plane
- After the lesson, use the "tunnel" to remind students of distractions!
- Make sure that students are aware of the settings, it will help

Pre Activity Discussion:

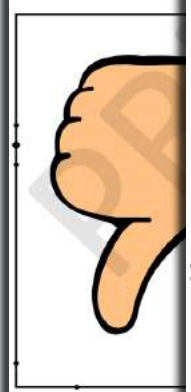
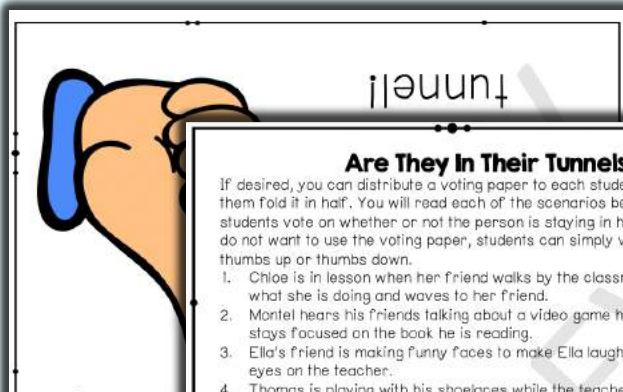
- What does it mean to focus?
- Why do you need to focus?
- What are some things that make it hard to focus?
- What is a tunnel? When you are standing in a tunnel, what can you see?
- When you are doing work it should be the same way. You need to only focus on one thing and ignore every thing else that's going on. You can imagine that you are in a tunnel and can only see one thing – your work or the teacher!
- You need to keep your eyes on the work/teacher because where your eyes are, your focus is!
- When you "stay in your tunnel" you can be more successful!
- First, we are going to play a little game to make sure we all understand what it means to "stay in our tunnels" and then we are going to do an activity to practice!

Post Activity Discussion:

- Which picture looks better?
- Which was easier to draw?
- Why?
- What did the tube symbolize?
- How will your work be better if you can tune out distractions and focus better on what you are doing?
- What is a way you can remember to "stay in your tunnel" in the classroom?

The lesson plan will help your students learn about why it's important to stay focused, and how they can ignore distractions.

Directions For Two Activities



Are They In Their Tunnels?

If desired, you can distribute a voting paper to each student (p. 6) and have them fold it in half. You will read each of the scenarios below and have the students vote on whether or not the person is staying in his/her tunnel. If you do not want to use the voting paper, students can simply vote by giving a thumbs up or thumbs down.

1. Chloe is in lesson when her friend walks by the classroom. She stops what she is doing and waves to her friend.
2. Montel hears his friends talking about a video game he really likes, but he stays focused on the book he is reading.
3. Ella's friend is making funny faces to make Ella laugh. Ella keeps her eyes on the teacher.
4. Thomas is playing with his shoelaces while the teacher is talking.
5. During silent reading, Amira chooses a seat facing the wall so she won't be distracted.
6. Devon can't wait to go to recess, so he keeps looking at the clock to check the time.

Staying In My Tunnel Activity Directions:

1. Split students into groups of two.
2. Give each partnership a piece of paper and some writing/drawing utensils.
3. Have the students decide on one partner to be the "mover" and one partner to be the "drawer."
4. The "drawer" will have 10 seconds to draw a picture of your choice (a dog, boat, house, car, etc.). While the "drawer" is drawing, the "mover" needs to try to move around to distract the "drawer." This can be done by waving his/her arms, getting close to the "drawer," making funny faces, etc.
5. After the 10 seconds is over, give a toilet paper/paper towel tube to each "drawer." The activity from step #4 will be repeated, but this time, the "drawer" will hold the tube against one eye, and shut the other eye while drawing the picture. This will allow the "drawer" to have limited vision of the "mover," thus, creating a "tunnel." During this second 10 seconds, everything should be the same as during step #4, except that the "drawer" now has access to using the tube.
6. Have the students switch roles and repeat activity.

©Curriculum Outlets

The lesson includes 2 hands on activities that will help students apply the strategies they learn.

Follow Up Worksheet

Name: _____

Dealing With Distractions

My biggest distractions during lesson are:

- 1.
- 2.
- 3.
- 4.
- 5.

My biggest distractions during work time are:

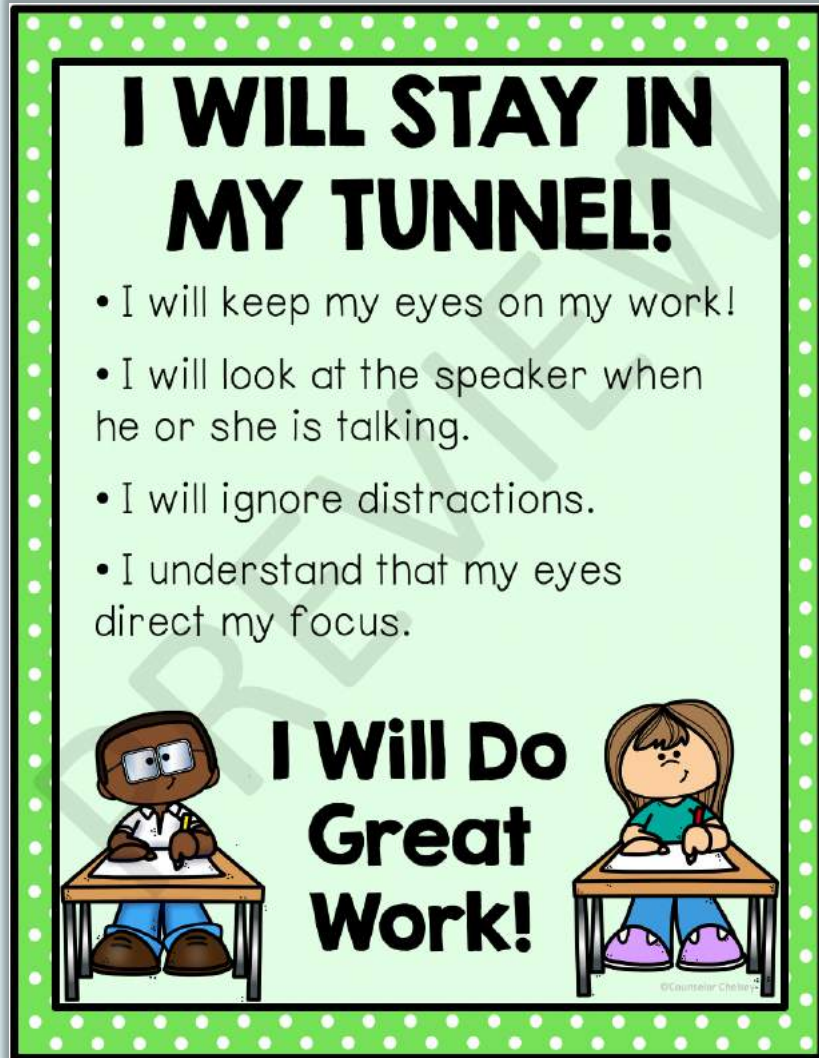
- 1.
- 2.
- 3.
- 4.
- 5.

I can deal with my distractions by :

- 1.
- 2.
- 3.
- 4.
- 5.

Students can complete this worksheet after the lesson to help them consider how they can apply the skills in real life.

Poster/Visual Aid



Use this poster/visual aid during the lesson, or hang it in your room after the lesson to remind students of what they have learned.

It comes in color and B&W.

What Others Are Saying...

“I am using this with a group of 3rd graders who have been referred to tier 2 for focus and concentration issues. The kids are very much enjoying it! Thank you!”
–Sara M.

“This is a fantastic resource that demonstrates how students can stay on task and complete their classwork.”
–Kristel C.

“This lesson has been super helpful with my first to fourth grade social skills groups. I have used it as single reminders for kiddos struggling and also incorporated it into Second Step lessons. It's laid out beautifully with diverse options for my special education learners. Highly recommend!” –Kyle A.

TEACHING ABOUT SELF-CONTROL? BUNDLE AND SAVE!



This resource is included in a self-control bundle that will includes activities, games, small groups and more!

SEE THE BUNDLE HERE