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RESEARCH ARTICLE

ATTENTION DEVELOPMENT ACTIVITIES FOR SOCIAL SCIENCES LEARNING PRODUCTS.*

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Abstract

Using activities and materials which have been prepared specifically to develop attention related to Geography has been examined by attention level, academic success and permanent learning of fifth grade students in this study. The research has been carried out with 86 students as part of the experimental group who have been employed impartially from fifth grade students at secondary schools in Yozgat City, Central Province.

Activities and materials related to the development of attention skills were prepared for fifth grade students and pre-test/post-test with experiment-control group and experimental design with monitoring measurement aiming at measuring the effectiveness of the application was used.

The results of the research show that academic success and permanent learning are affected in a positive manner by increasing the attention level of education which is supported by attention strengthening activities and materials.

Introduction:-

In today's world, developments in science and technology can influence individuals and societies in various ways, positively or negatively. In parallel with technological and scientific developments, society's behavioral expectations from individuals are in constant flux too.

Social Science is one of the subjects which balance between society's expectations from individuals and the needs of those individuals, and in which individuals try to gain knowledge, skills, attitudes and values related to social life.

Social Sciences is a primary education field which aims to help individuals realize their social existence, which covers various fields related to social sciences and citizenship consciousness such as history, geography, economics, sociology, anthropology, psychology, philosophy, politics and law, which analyze individuals' social and physical environments within the context of the past, present and future, and which is constituted with the understanding of collective education (Ministry of National Education, MNE 2005:44).

That students are able to realize the interactions among individuals and environment, that they understand the place

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and importance of their country in the world, that they become good citizens who know their responsibilities in the development of their country as well as knowing the historical, natural, cultural and economic wealth of their country are among the geography course attainments of Social Sciences. Geography course attainments are of importance in terms of establishing a homeland conscious in students' mind.

After a review of a fifth grade Social Sciences course curriculum, four units become prominent in which geographical attainments are mostly included. These units are: Step by Step Turkey, Let's Learn about Our Region, Our Products and The World of All of Us.

Just like in every course, in Social Sciences it is not sufficient for a teacher to know only the subject matter so that students attain the desired level in the course. They must also be informed about the related teaching methods, strategies, techniques and materials.

There are specific principals which ensure the effectiveness of education that should be followed by educators. Gathering attention is one of these principals. And, learning starts with attention. Gathering and maintaining students' attention is a challenging task for teachers (Tok, 2012:135). Since attention can affect every side of daily life directly or indirectly, it has increasingly been a topic of interest among researchers in recent years.

In the related literature, "attention" is defined in various forms. It is explained as a systematic acceptance of stimulus into perceptual consciousness (Amado, 1996). According to Cammann and Spiel (1991), attention is focusing thoughts onto a specific point, directing it to a stimulus, and ignoring other stimulus spontaneously. Solso, MacLin and MacLin (2011) define attention as directing the mental effort towards emotional and mental events. Selçuk and Öztürk (1992) indicate that attention is the learner's establishing focus on the learning subject (KaymakÖzmen&Demir, 2012).

Attention problems have increasingly been observed among school-aged children. The increases in time spent in front of the television and computer and internet addictions are among the reasons for increases in attention problems. According to a study on concentration by Rapp (1982), the attention span among new students was 10 minutes, which increased with age, and by the age of 10 it reached up to 20 minutes. At the age of 14 it reached up to 30 minutes. However, this time span can change based on a child's attention potential (Kaymak Özmen, 2006:4).

Attention has been one of the most discussed themes in information processing theory and in terms of learning experiences, as many educators and parents state that students are not able to pay attention to the learning material or to the themes or not able to maintain it. Thus, the point that teachers should emphasize at school and parents should emphasize at home is how to improve children's attention (Aydın, 2005: 214). According to Kireçci (2006), attention is a habit which can be improved and its span can be increased.

At schools with the cooperation of classroom teachers, psychological counselors and Counseling and Research Centers, students diagnosed with attention deficit disorders are treated accordingly. Ettrich (1998) emphasized that attention and attention-gathering skills possess critical importance throughout the entirety of school years, thus underscoring the importance of developing attention-gathering skills from the beginning of pre-school years, and stated that the possible educational problems that might be encountered in the following years can be decreased in this way.

In a review of the related literature, attention is said to be developed with training. In their studies Ettrich (1998); Helmke and Renkl (1993); Lauster (1999); Özdoğan (2001); Barchmann, Kinze and Roth (1991) indicated that attention spans can be improved through training. In their research for improving attention skills, Kaya (1989) and Kaymak (1995); Karaduman (2004), Kaymak (2003) found that the students who had had such training displayed increases in their attention-gathering skills (Bozan and Akay, 2012).

What can be done to draw and maintain their attention to ensure students attain the desired goals? What are teachers' duties in this sense? A teacher should recognize each student's individual differences; he should know the content of the subject matter deeply; he should be able to implement methods and techniques ensuring active participation, and to be able to support the course with interesting and entertaining materials.

Teachers can make use of educational games and plays in order to draw and maintain students' attention during the course. Educational games help teachers make their course more interesting and activate passive students (Tok, 2012:209). Through games, children participate in activities voluntarily and in an engaging way, and they help decrease possible fear, anxiety or unwillingness in the classroom.

Norma (1993) expressed that children should be made to do specific practices in order to improve their attention span. These practices can be done through games. For instance, finding the mistakes in a specific picture, showing the similarities and differences between two pictures, repetition of a previously told story or answering the questions related to the story, drawing pictures by looking at the sample, building by looking at a model, categorizing the similar pictures, matching exercises, completing the missing parts, finding out the mistake, mental calculating etc.

As well as the techniques that ensure students' active participation, exercises which aim to increase their attention level and span can be integrated into worksheets and activities.

The meaningfulness of teaching changes based on how many of the sense organs of students it appeals to. Agents recall 10% of what they read, 20% of what they hear, 50% of what they see and hear, 70% of what they say and 90% of what they say and do. This fact entails the use of materials in teaching (Çelik, 2012:29).
The basic materials used in social sciences courses include a course book, map and world globe. However, there are problems even in using these materials. The reason for that a primary school graduate student is not able to identify a place on a map when he is asked to do so, so it might be that teachers do not provide students with active learning experiences which promote permanent learning outcomes among students (Yanpar Şahin, 2004:282). The materials suggested by the National Education Ministry within the scope of social sciences curriculum are limited to various world, continents map and Turkey maps and the globe. However, it is clear that such materials are quite inadequate for teaching geographical topics (Yaşar, 2004). In a study by Ulusoy and Gülüm (2009) it was revealed that teachers were willing to make use of materials, but they had problems such as finding materials, the absence of information technology classes, the lacks in time and finance, so the use of materials is not at the desired level. The most commonly used materials in history and geography courses include maps, photographs and pictures.

If teachers do not make use of methods, techniques, educational games and play which enable students' active participation, and do not use interesting materials appropriately during the course, it might be impossible for them to draw and maintain students' attention to the subject matter till the end of the course.

This study aimed to answer the question "Is there a meaningful difference between the students who are taught with specially prepared activities and materials which improve students' attention in social sciences course, and the students which are taught in parallel with the available teaching program, in terms of attention levels and academic success?" In this context, the study was conducted within the sub-problems below:

The sub-problems of the study:

1. Is there a meaningful difference between BAT pre-test and post-test scores of the experimental group?
2. Is there a meaningful difference between the BAT pre-test and post-test scores of the control group?
3. Is there a meaningful difference between the academic test (Test 1-2-3), pre-test and post-test scores of the experimental group?
4. Is there a meaningful difference between the academic test (Test 1-2-3) pre-test and post-test scores of the control group?
5. Is there a meaningful difference in the permanency test scores between the experimental and control groups?

In the literature, there have been numerous researches investigating the effects of using educational games (Karabacak, 1996; Pehlivan, 1997; Garris et al. 2002; Altunbulak, Emir & Avcı, 2006; Pivec & Kearney, 2007; Yeşilkaya, 2013 etc.) and materials (Çiftçi, 2002; Karaduman, 2005; Yaşar and Ünlüer, 2011; Kablan, Z.,Topan, B. & Erkan, B., 2013; Özel, 2014) in courses on various learning outcomes. Additionally, there are many studies regarding concentration problems and its effects on students' academic success. Most of the studies generally focused on attention deficit hyperactivity disorder (Aktaş, 2006; Sancak, 2006; Kanay, 2006; Sergün Türe, 2010; Küçük Doğaroğlu, 2012). There are also studies on gathering attention training and the development of this skill (Kerns, Eso & Thomson, 1999; Kaymak, 2003; Karaduman, 2004; Yaycı, 2007; Uskan, 2011; Gözalan, 2013). On the other hand, there was no research on the use of attention gathering activities in any course teaching. Thus, this project is thought to contribute to the literature in this sense.

The study results are thought to contribute to permanent learning in social sciences course with an alternative method that can be used with this aim. Also, it will provide unique materials that can be used in the social sciences teaching process. By popularizing such materials throughout the schools, academic success in social sciences course can be increased, positive attitudes towards the course and attention span and skills can be developed, which in turn result in students' learn permanently and in joy.

Methodology:-

Participants:

The study population consisted of fifth grade students studying at secondary schools in Yozgat city center during the 2014-2015 academic year.

For the sample of the study, two schools were determined objectively out of secondary schools in Yozgat city center. From these schools, experimental and control groups were selected using the objective assignment method among fifth grade students, and the sample included 86 students in total. The distribution of the sample based on school and gender is presented in Table 1.

Table1:- The Distribution of Students in Experimental and Control Groups Based on Gender

Gender	Experimental Group	Control Group	Total
	f (%)	f (%)	f (%)
Male	25 (49)	26 (51)	51 (100)
Female	16 (45,7)	19 (54,3)	35 (100)
Total	41 (47,7)	45 (52,3)	86 (100)

The study sample consisted of 86 students, 41 of whom were in experimental group while 45 were in the control group. There were 16 girls and 25 boys in the experimental group, and 19 girls and 26 boys in the control group.

Table 2: The Distribution of Students in Experimental and Control Groups Based on the Schools they Attend

School	Experimental Group	Control Group	Total
	f (%)	f (%)	f (%)
A	18 (50)	18 (50)	36 (100)
B	23 (46)	27 (54)	50 (100)
Total	41(47,7)	45 (52,3)	86 (100)

In school A, there were 18 students in the experimental group and 18 students in the control group. In school B, there were 23 students in the experimental group and 27 students in the control group.

Data Collection Tools and Analysis:-

This is an empirical study designed as experimental-control group, pretest-posttest and follow-up monitoring designs. In accordance with these designs, the *Bourdon Attention Test- Letter Form (BAT))* and *Academic Success Tests (Test1-2-3)* were applied as pre-tests to both experimental and control groups at the beginning of the research.

Following the statistical analysis of the pre-tests, no meaningful difference was found between the groups. In the experimental group, the social sciences course was taught by the social sciences teacher and with the use of specially planned attention gathering and developing activities and materials based on geography attainments. In the control group, the courses were taught by the social sciences teacher within the scope of the available curriculum without making use of such activities and materials. When the practices were completed, the *Bourdon Attention Test- Letter Form (BAT)* and *Academic Success Tests (Test1-2-3)* were applied to both groups as post-tests so as to test whether there were significant differences in students' attention levels and academic success. Additionally, one month after the practices, the *Academic Success Tests (Test1-2-3)* was applied to both groups again in order to test the permanency level of learning.

The data which was necessary for testing the sub-problems of the study were collected with the Bourdon Attention Test- Letter Form (BAT) and Academic Success Tests (Test1-2-3).

The Bourdon Attention Test- Letter Form (BAT)*:* This instrument was used to measure students' attention levels. The last form of the test was developed by Benjamin Bourdon in 1955. It has two types: letter and shape styles. The letter type includes finding and marking specific letters among mixed typescripts while the shape type covers finding and marking specific shapes among various shapes. In the letter type of the test, there were 660 letters. The assessment of the test is done through counting the numbers of correct answers students mark in a limited time. In the current study, the letter type was used. The participant students were asked to find and mark "a, b, d and g." Test re-test reliability was measured for the test reliability. The test was re-applied to 30 fifth grade students after 20 days, and the correlation coefficient between the two assessments was found as .79.

The Academic Success Tests (Test1-2-3): With the aim of designing the Academic Success Tests (Test 1-2-3), the related units and attainments related to geography were determined among the general social sciences course attainments which were determined by the National Education Ministry, Board of Education. In parallel with these attainments, test questions were selected from various sources. One test including 20 multiple-choice questions was designed for each unit. With the aim of ensuring the content validity of the questions, the opinions were taken of academicians and social sciences teachers. Also, it was applied to 30 fifth grade students studying at a secondary school in Keçiören, Ankara. The Cronbach alpha reliability of Test 1 was found to be 0.80; it was .76 for Test 2, and .83 for Test 3.

Before the start of the research, the fifth grade social sciences curriculum which was prepared by the National Education Ministry, Head Council of Education and Morality, was examined elaborately and three units which mostly included geography course attainments were chosen for the study.
In the research, the activity book, two and three-dimension materials were designed in accordance with the fifth grade social science curriculum geography attainments and so as to improve students' attention gathering and developing skills.

The participant social sciences teachers were selected randomly from related schools of which consents were taken, and these teachers were informed about the process, activities and materials in the project.

The Bourdon Attention Test- Letter Form (BAT) and Academic Success Tests (Test1-2-3) were applied as pre-test to both experimental and control groups at the beginning of the research.

During the research, the students in the experimental group were taught the geography attainments by social sciences teachers using specially designed attention drawing and developing activities and materials. However, in the control groups, the attainments were taught without making use of such activities and materials. In both groups, the same teacher was appointed for the course.

Following the teaching of geography attainments to both groups, The Bourdon Attention Test- Letter Form (BAT) and Academic Success Tests (Test1-2-3) were applied as the post-test. Also, about one month after the practices, the Academic Success Tests (Test1-2-3) was applied to both groups again in order to test the permanency in learning.

The statistical assessments were conducted and interpreted using SPSS 16.0. In the data analysis process, arithmetic mean, standard deviation, Mann Whitney U- test and Wilcoxon Signed Ranks Test were also applied. The significance value in all the analysis was accepted as 0.05. The Wilcoxon Signed Ranks Test was used in order to assess the data obtained following the pre-tests and post-tests between the groups. Additionally, the Mann Whitney U- test was used for the unrelated assessments in the analysis of pre-test and post-test scores of both groups.

Findings:-

Findings and Interpretations Related to the First Sub Problem:

Table 3:- Pre and Post Tests Average Scores and Standard Deviation Values of Students in the Experimental Group from BAT Scale

Scale	Attention Pre-test	Attention Post-test
X	59.17	84.78
N	41	41
S	13.548	9.084

In reviewing Table 3, the BAT average scores of the experimental group was X=59.17, but after the application of the study it became X=84.78. In this sense, there was an increase in the BAT scores of the experimental group which were taught through attention developing activities and materials.

Table 4:- Wilcoxon Signed Ranks Test Results which was conducted to show the significance of the difference between pre and post test scores of students in the experimental group from the BAT scale

Score	Change	N	Mean Rank	Total Rank	z	p
Pre-test Post-test	Negative	0	.00	.00	-5.216	0.00
	Positive	32	16.50	528.00		
	Equal	9				
	Total	41				

The analysis results in Table 4 show that there was a meaningful difference in the pre and post test scores of the experimental group students in the BAT scale ($z=5.216$, $p< 0.05$). Considering the total ranks, this difference was seen to be in favor of post-test scores. Hence, it can be expressed that the use of specially designed activities and materials to draw and develop attention might have an effect on improving students' attention levels.

Findings and Interpretations Related to the Second Sub Problem:-

Table 5:- Pre and Post Tests Average Scores and Standard Deviation Values of Students in the Control Group from the BAT Scale

Scale	Attention Pre-test	Attention Post-test
X	60.47	66.53
N	45	45
S	17.002	12.786

In the control group in which such activities and materials were not used, the BAT scale pre-test score was X=60.47 before the study, and it became X=66.53 after the study, which indicates a slight increase in control group students' BAT scale scores.

Table 6:- Wilcoxon Signed Ranks Test Results which was conducted to show the significance of the difference between pre and post test scores of students in the control group from BAT scale

Score	Change	N	Mean Rank	Total Rank	z	p
Pre-test Post-test	Negative	4	10.00	40.00	-2.884	0.051
	Positive	15	11.24	191.00		
	Equal	26				
	Total	45				

As seen in Table 6, there was no significant difference in the BAT pre and post-test scores of the control group ($z=2.884$, $p> 0.05$). In terms of total rank, this difference was positive, in other words, in favor of the post-test scores.

Findings and Interpretations Related to the Third Sub Problem:-

Table 7:- Pre and Post Tests Average Scores and Standard Deviation Values of Students in the Control Group from the Academic Success Scale (Test 1-2-3)

Scale	Pre-test-1	Post-test-1	Pre-test-2	Post-test-2	Pre-test-3	Post-test-3
X	49.15	83.05	52.32	81.46	47.20	74.51
N	41	41	41	41	41	41
S	14.786	11.773	19.206	11.845	13.512	15.362

In a review of Table 7, the Academic Success Scale (Test 1-2-3) average scores of the experimental group before the study were $X_1=49.15$, $X_2=52.32$ and $X_3=47.20$, and after the research, they increased to $X_1=83.05$, $X_2=81.46$ and $X_3=74.51$. In this sense, an increase was observed in the experimental group's Academic Success Scale (Test 1-2-3) scores.

Table 8:- Wilcoxon Signed Ranks Test Results which was conducted to show the significance of the difference between pre and post test scores of students in the experimental group from Academic Success Scale (Test 1-2-3)

Score	Change	N	Mean Rank	Total Rank	z	p
Pre-test-1 Post-test-1	**Negative**	0	.00	.00	-5.466	0.00
	Positive	38	19.50	741.00		
	Equal	3				
	Total	41				
Pre-test-2 Post-test-2	**Negative**	0	.00	.00	-5.442	0.00
	Positive	38	19.50	741.00		
	Equal	6				
	Total	41				
Pre-test-3 Post-test-3	**Negative**	1	9.50	9.50	-5.388	0.00
	Positive	38	20.28	770.50		
	Equal	2				
	Total	41				

As displayed in the table, statistically meaningful differences were found in the experimental group's pre and post test mean ranks ($p<0.05$). These students' posttest averages in the WISC-R test were significantly higher than their pre-test averages, which can be interpreted such that the use of attention gathering and developing activities and materials in social sciences course might be effective in improving their academic success.

Findings and Interpretations Related to the Fourth Sub Problem:-

Table 9:- Pre and Post Tests Average Scores and Standard Deviation Values of Students in the Control Group from Academic Success Scale (Test 1-2-3)

Scale	Pre-test-1	Post-test-1	Pre-test-2	Post-test-2	Pre-test-3	Post-test-3
X	49.33	54.11	52.44	48.89	48.89	52.33
N	45	45	45	45	45	45
S	15.322	17.297	19.500	17.218	13.688	17.536

Before the practice of the study, the Academic Success Scale (Test 1-2-3) average scores of the students in the control group were $X_1=49.33$, $X_2=52.44$ and $X_3=48.89$, and then these averages became $X_1=54.11$, $X_2=48.89$ and $X_3=52.33$, respectively. Thus, it can be inferred that there was a slight increase in the Academic Success Scale (Test 1-2-3)scores, even a decrease in Test-2 scores, in the control group in which such activities and materials were not used.

Table 10:- Wilcoxon Signed Ranks Test Results which was conducted to show the significance of the difference between the pre and post test scores of students in the control group from the Academic Success Scale (Test 1-2-3)

Score	Change	N	Mean Rank	Total Rank	z	p
Pre-test-1 Post-test-1	**Negative**	8	12.88	103.00	-2.152	0.031
	Positive	19	14.47	275.00		
	Equal	18				
	Total	45				
Pre-test-2 Post-test-2	**Negative**	17	18.18	309.00	-1.626	0.104
	Positive	13	12.00	156.00		
	Equal	15				
	Total	45				
Pre-test-3 Post-test-3	**Negative**	11	14.14	155.50	-1.113	0.266
	Positive	17	14.74	250.50		
	Equal	17				
	Total	45				

As the table demonstrates, there was no statistically meaningful difference in the control group's pre-test 2 and 3, and post-test 2 and 3 in terms of mean ranks ($p>0.05$). However, the difference between pre-test 1 and post-test 1 was statistically meaningful ($p<0.05$).

Findings and Interpretations Related to the Fifth Sub Problem:

Table 11:- Average Scores and Standard Deviation Values of Students from the Permanency Test

Group		Permanency-1	Permanency-2	Permanency-3
Experimental	**X**	70.49	71.34	61.71
	N	41	41	41
	S	15.362	16.697	13.445
Control	**X**	51.89	46.67	42.89
	N	45	45	45
	S	9.787	12.792	9.798
Total	**X**	60.76	58.43	51.86
	N	86	86	86
	S	15.746	19.224	14.971

For the experimental group, the Permanency Test 1-2-3 average scores were X_1=70.49, X_2=71.34 and X_3=61.71. And after the use of such activities and materials in the study, they became X_1=51.89, X_2=46.67, X_3=42.89, respectively. This indicated that the permanency test scores of the students in the experimental group were higher than those in the control group.

Tablo 12:- Mann-Whitney U Test Results of Students from Permanency Test across the Groups

Scale	Group	N	Mean Rank	Total Rank	U	z	P
Permanency-1	Experimental	41	59.12	2424.00			
	Control	45	29.27	1317.00	282.0	-5.788	.000
Permanency-2	Experimental	41	59.98	2459.00			
	Control	45	28.49	1282.00	247.0	-5.975	.000
Permanency-3	Experimental	41	58.78	2410.00	296.0	-5.598	.000
	Control	45	29.58	1331.00			

As seen in Table 12, the permanency test mean ranks of the experimental group were found as 59.12 for Permanency-1, 59.98 for Permanency-2 and 58.78 for Permanency-3. For the control groups, these values were 29.27 for Permanency-1, 29.27 for Permanency-2 and 29.58 for Permanency-3. Since the p value was measured as 0.00 for all the permanency tests, the difference between both groups' permanency tests scores was statistically meaningful ($p < 0.05$). Considering mean ranks, the recalling levels of the students in the experimental group were higher than those in the control group. In this sense, the use of attention gathering and developing activities and materials in social sciences courses contributed to the permanent learning process.

Conclusion, Discussion and Recommendations:-

This study aimed to examine the effects of using activities and materials specially prepared for improving attention drawing and developing, considering social sciences geography attainments, on fifth grade students' attention gathering skills, academic success and permanent learning.

In comparing the BAT and Academic Success Scale pre and post tests scores averages between the students in the experimental group who were taught in accordance with specially prepared activities and materials which improves students' attention in the social sciences course, and the students in the control group which were taught in parallel with the available teaching program, there was no meaningful difference found. To the results, both the experimental and control groups students' attention levels and academic success levels were quite similar to each other before the application of the study. In other words, both groups were found to be equivalent in this context.

Following the empirical practices, the outcomes revealed that there was a statistically meaningful difference between the use of specially prepared activities and materials which draw and improve students' attention to the social sciences course, and their attention levels. It was seen that the BAT post-test scores of the experimental group students increased while there was a small increase in the BAT post-test scores of the control group students after the application of the training. The analysis also suggested a meaningful difference in the BAT post-test score averages between the students in experimental group and control group, which may indicate that the use of attention

gathering and concentration activities and materials in the social sciences course had a positive effect on students' attention levels.

The study findings revealed statistically significant influences of using of attention gathering and concentration activities and materials in social sciences course on students' academic success. To the Mann Whitney U-test results, there was a meaningful difference in post-test success scores between the experimental and control group, which can be interpreted as that the use of attention gathering and concentration activities and materials in the social sciences course had a positive effect on students' academic success too.

About one month after the training, the Mann-Whitney U Test was applied to both experimental and control groups so as to analyze the permanency test scores. To the test results, there were meaningful differences in permanency test scores between the experimental and control groups. In other words, it was indicated that the permanency levels of the experimental group students were higher than those in the control group one month after the given practices. This finding can indicate that the use of attention gathering and concentration activities and materials in the social sciences course supported permanency in the learning process.

The reasons for such positive effects can be that these materials draw students' attention, that games and plays bring a sense of competiveness which helps teachers keep students' attention alive, that the visual materials support the teacher and moderate monotony, that such activities and materials bring group interactions, cooperation and sharing, and that that they promote national feelings since they include natural, historical and cultural characteristics of Turkey, which is an integrative feature in itself.

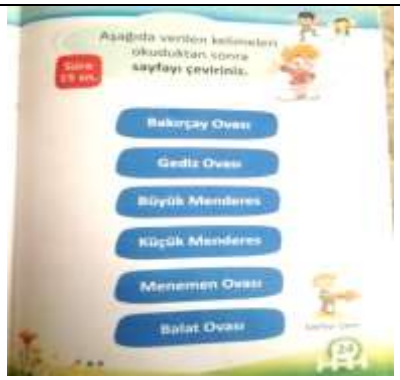
In conclusion, the study results showed that the use of attention gathering and concentration activities and materials specially designed for the social sciences course, had positive effects on various learning outcomes (e.g. attention, success, permanent learning etc.).

The implications regarding the study include:

- Social Sciences laboratories including attention improving materials, and games can be established within every school, and the active participation of both teachers and students to these laboratories can be ensured.
- In-service trainings can be planned by the National Education Ministry for teachers concerning attention developing activities.
- The contents of the social sciences course books can be enriched in that they will cover attention drawing and developing activities which students will find interesting too.
- Among fifth grade course curriculums, a new course called "Improving Attention" can be added.
- During teachers' seminars in June and September, exercises in attention developing can be included to the seminar programs.
- Specific trainings emphasizing that the use of games in teaching is not a waste of time, but rather a facilitator for permanent learning and these trainings can be delivered to teachers.
- The uniquely designed games, plays, activity books and materials for the project, can be duplicated and implemented in other schools.
- Activities in raising awareness among parents about attention drawing and developing can be organized.
- As an alternative to inter-school quiz shows, contests which measure students' attention levels can be organized (e.g. jigsaw puzzles, map games etc.).
- This study was conducted with fifth grade students who have a normal level of attention. Thus, it is suggested to conduct the study with different class levels and attention levels.

Figures:-

1- Examples From Attention Development Booklet Activity Pages



2- Images Related to Designed Materials



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