

# Hunter College High School Attention Curriculum Initiative 2024

The team:  
Jonathan Murtaugh  
Rebecca Deans  
Michael Stratechuk  
Caitlin Samuel  
Miriam Ong Ante



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MIHI CURA FUTURI The Care of the Future is Mine

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# Jonathan Murtaugh

## Science

**How did you attend to this? Does it matter?**

- 1) Where did your mind go? Where did your attention go?
- 2) What helped you attend to where you are in the universe? Was there something you or I did that helped?
- 3) What inhibited your ability to attend to where you are in the universe? Was there something you or I did?
- 4) Does this matter? Does it matter that we have the ability to attend to the universe?

*Write down silently for 1 minute. Then, we'll share*

# Rebecca Deans

## Theater

**In Theatre, There are three important principles to remember:**

- 1. The process of creating theatre is collaborative.**
- 2. Theatre is exploratory.**
- 3. The performance of theatre is a shared experience.**

**Because of these three principles, we need to foster our attentional skills, specifically focus, observation and collective attention. Over the year, we will build those skills to become better theatre practitioners. This will help us in all aspects of the work, and will also impact our success in other classes at Hunter.**

### **DAY 3: Spatial Awareness**

**Objectives:**

**Students will learn to move through space.**

**Students will learn to work with peers to achieve a goal.**

**Students will attend to kinesthetic learning (body awareness)**

**Skills: listening, focusing, navigating with others, physical coordination**

# Michael Stratechuk

## Music

**Step one** - Students remain in their section and chair and play their assigned part for 30 seconds, drops out to listen for 30 seconds then returns to playing for the remaining 30 seconds.

**Step Two** - Students leave their section and chair, removing themselves from the ensemble, and listen to the ensemble repeat the entire 90 second passage at a distance. (Best when rehearsing in an auditorium but can also be done in a rehearsal room)

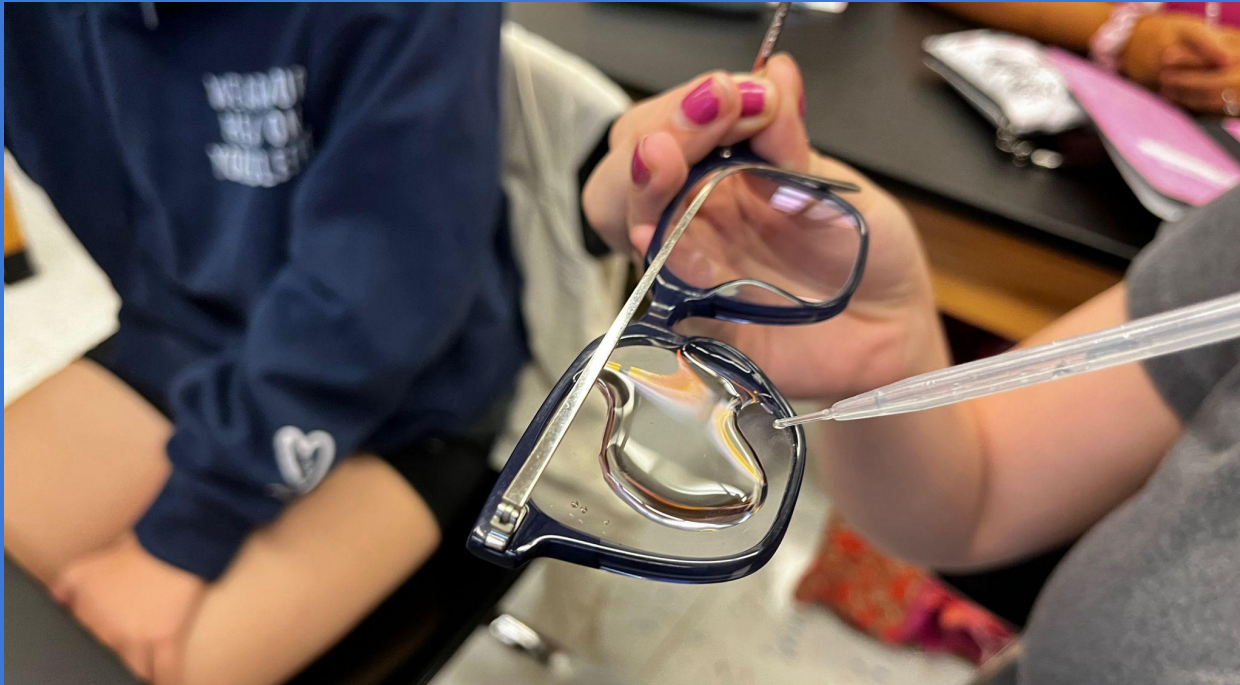
**Step Three** – Students return to their original section to play the same 90 second excerpt (i.e., first violin, cello etc.) but exchanges seats with another member of their section on a different stand.

**Step four** – Students return to their original stand and seat to play the entire 90 second excerpt.

Students reflect on what they heard. What were some of the differences when comparing various listening locations? Compared to when playing or not. Compare your experience between steps. Did your area of musical focus change?

# Caitlin Samuels

## Science



# Miriam Ong Ante

## Math

### Part 3: Reflection

1. Based on your own experiences, do you think your ability to focus attention has changed as you've gotten older? Explain your answer with examples.
2. What strategies do you use to maintain focus during challenging tasks or when faced with distractions?
3. How might understanding attention development help in designing better learning environments? Propose one idea.
4. What are the limitations of the ways “attention” is measured in current scientific practices? What does this tell us?

Breakout Groups:

Feedback & Questions  
for our educators?

# Breakout Prompt:

Imagine the attentional high school curriculum of your DREAMS;  
Share it with your group.