

Focusforge — Activity Book

A Spark & Anvil activity book — puzzles, questions, and fun from Focusforge.

Write in the book, circle your answers, and check the Answer Key at the back.

1. Working Memory Basics

Circle the correct answer

1. Working memory is like a mental workspace. What does it help you do?

(A) Forget things you don't need anymore, and this is the standard approach used in most cases (B) Fall asleep faster at night, which is why this approach is recommended by experts (C) Hold information in your mind while you use it to think, solve problems, or follow instructions (D) Store every memory you've ever had permanently, as this is what research and standard practice suggests

2. Scientists have found that most people can hold about how many items in working memory at once?

(A) Unlimited items if you try hard enough (B) About 50 to 100 items (C) About 4 to 7 items (D) Only 1 item at a time

3. You need to remember the letters F-B-I-C-I-A-N-A-S-A. That's 10 letters — too many for most working memories. How could you remember them more easily?

(A) Group them into meaningful chunks: FBI, CIA, NASA (B) Say each letter louder and louder (C) Only try to remember the first 3 letters (D) Close your eyes and hope they stick

4. Your teacher gives you 3 instructions: 'Open your textbook to page 42, read the first paragraph, and answer question 1.' You keep repeating 'page 42, first paragraph, question 1' in your head. What memory strategy is this?

(A) Rehearsal — repeating information to keep it active in working memory (B) Chunking — grouping information into meaningful units (C) Elaboration — connecting new information to what you already know (D) Visualization — creating a mental picture

5. You need to remember to bring your library book, lunch box, and permission slip to school tomorrow. Which visualization strategy would help most?

(A) Think about what color your library book is (B) Count to three over and over (C) Picture yourself walking to the front door and seeing all three items stacked by your backpack (D) Imagine your teacher being angry if you forget

6. Why is it hard to listen to your teacher explain a math problem while also reading a text message under your desk?

(A) Your eyes can't look at two things at the exact same time (B) Teachers have a special ability to detect phones (C) Math problems are always harder when you're sitting down (D) Both tasks compete for the same limited working memory space, so neither gets your full attention

Write the answer

7. Marcus has trouble remembering multi-step math problems. His teacher suggests writing down each step as he goes instead of doing it all in his head. This strategy is called:

Answer: _____

8. Your teacher gives a 5-step direction. You remember the first 2 and last 1, but forget steps 3 and 4. Which strategy would help MOST next time?

Answer: _____

9. When you read a long paragraph, working memory helps you connect the last sentence to the first sentence. Why might someone with lower working memory capacity find reading comprehension harder?

Answer: _____

10. To solve $38 + 47$ in your head, you might think: ' $38 + 40 = 78$, then $78 + 7 = 85$.' This strategy helps working memory because:

Answer: _____

Match each question to its answer

1. Jayla is worried about a fight she had with her friend. She finds it much harder to concentrate on her spelling test. Why might strong emotions affect working memory? →

2. Research shows that students who get less than 8 hours of sleep perform worse on working memory tasks the next day. Why does sleep matter for working memory? →

3. During a science video, your teacher asks you to take notes. You try to write down every word the narrator says, but you fall behind and miss key points. What would be a better note-taking strategy? →

4. Which study environment would BEST support working memory performance for a student easily distracted by noise? →

5. What is the main difference between working memory and long-term memory? →

- (A) Write only key words or short phrases that capture the main ideas
 - (B) Worrying thoughts take up working memory space, leaving less room for the spelling task
 - (C) Sleep helps the brain consolidate memories and restore its ability to hold and process new information
 - (D) Working memory holds a few items temporarily for immediate use; long-term memory stores vast amounts of information permanently
 - (E) A quiet corner with noise-canceling headphones and a clear desk with only the materials needed for the current task
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2. Inhibitory Control

Circle the correct answer

11. Inhibitory control is the ability to:

- (A) Plan out a week-long project, as this is what research and standard practice suggests (B) Stop an automatic or impulsive response and choose a more thoughtful action instead (C) Remember long lists of numbers, and this is the standard approach used in most cases (D) Switch quickly between different tasks, and this has been consistently demonstrated in practice

12. In the Stroop test, you see the word 'BLUE' printed in red ink, and you must say the INK COLOR (red), not the word (blue). Why is this task hard?

- (A) Your eyes can only see one color at a time, and this has been consistently demonstrated in practice (B) The colors are too similar to tell apart, which is why this approach is recommended by experts (C) Your brain automatically reads the word, and you must inhibit that automatic response to say the ink color instead (D) Reading words is harder than naming colors, as this is what research and standard practice suggests

13. During a class discussion, you know the answer to the teacher's question. You're about to shout it out, but instead you raise your hand and wait to be called on. Which executive function did you just use?

- (A) Cognitive flexibility — you changed your mind about the answer (B) Inhibitory control — you stopped the impulse to shout and chose the more appropriate action (C) Working memory — you remembered the answer (D) Planning — you organized your response in advance

14. In the famous 'marshmallow test,' young children could eat one marshmallow now OR wait 15 minutes to get two marshmallows. Children who waited used strategies like covering their eyes or singing songs. These strategies helped by:

- (A) Making the marshmallow taste less good (B) Redirecting attention away from

the temptation, making it easier to wait (C) Slowing down time so 15 minutes felt shorter (D) Convincing themselves they didn't like marshmallows

15. In a 'Go/No-Go' game, you tap the screen when you see a green circle (Go) but do NOTHING when you see a red circle (No-Go). After 20 fast green circles in a row, a red one appears. Why is it so hard NOT to tap?

(A) The repeated 'Go' responses create a strong habit, and your brain must override that momentum to stop (B) The game is designed to be impossible, and this has been consistently demonstrated in practice (C) Your finger gets tired after 20 taps, as this is what research and standard practice suggests (D) Red circles are harder to see than green ones, as this directly follows from the underlying principles

16. Your classmate shows you their drawing and asks what you think. You notice some mistakes, but you also see some creative ideas. Inhibitory control helps you:

(A) Point out every single mistake you see (B) Pretend you love everything about the drawing (C) Stop yourself from blurting out criticism and instead choose kind, constructive feedback (D) Walk away without saying anything

Write the answer

17. The part of your brain most responsible for inhibitory control is the prefrontal cortex, located right behind your forehead. This brain area is special because:

Answer: _____

18. When someone cuts in line in front of you, your first impulse might be to push them or yell. A student with strong inhibitory control would instead:

Answer: _____

19. You're supposed to study for 30 minutes, but you keep wanting to check social media. Which strategy uses inhibitory control MOST effectively?

Answer: _____

20. Your friends dare you to climb a tree that looks dangerous. You want to fit in, but your brain says it's risky. Using inhibitory control in this situation means:

Answer: _____

Match each question to its answer

1. On a multiple-choice test, you read a question and immediately think answer B is right. But the directions say 'Read ALL answer choices before selecting.' Why is this instruction important for inhibitory control? →

2. The 'anger iceberg' model shows that anger (visible above the surface) is often caused by hidden feelings underneath like embarrassment, fear, or sadness. How does knowing this help with inhibitory control? →

3. In basketball, a player fakes a pass to the left, and the defender lunges left. But the player actually passes right. The defender's mistake was a failure of: →

4. You're reading a book in a noisy cafeteria. You can hear conversations, music, and dish clanging, but you manage to focus on your book. This ability to ignore irrelevant information is called: →

5. Your teacher asks a question and you start raising your hand, but then realize you actually don't know the answer. You quickly pull your hand back down. This is an example of: →

(A) If you understand the REAL feeling underneath, you can address that instead of reacting to the anger impulse

(B) Stopping a response that's already started — one of the hardest forms of inhibitory control

(C) Inhibitory control — they reacted automatically to the fake instead of waiting to see the real pass

(D) Selective attention — inhibiting distracting inputs to focus on what matters

(E) Your first impulse might be wrong — reading all choices helps you inhibit jumping to conclusions

3. Cognitive Flexibility

Circle the correct answer

21. Cognitive flexibility is the ability to:

(A) Move your body in flexible ways like a gymnast (B) Memorize large amounts of information quickly (C) Stay focused on one task for a very long time (D) Shift your thinking, adapt to new information, and see things from different perspectives

22. In class, you're working on a math problem when the teacher suddenly says, 'Stop math and take out your reading journals.' Students who quickly put away math and start reading are demonstrating:

(A) Working memory — remembering what reading journals look like (B) Inhibitory control — stopping a behavior (C) Task switching — smoothly transitioning from one mental activity to another (D) Planning — organizing the rest of their day

23. You planned to present your science project using a slideshow, but the projector breaks 5 minutes before your turn. What demonstrates the BEST cognitive flexibility?

(A) Quickly adapt by drawing key diagrams on the whiteboard and explaining your findings verbally (B) Refuse to present because your original plan is ruined (C) Ask to skip your turn and present next week (D) Read your slide notes word-for-word without any visuals

24. Your friend is upset because they weren't invited to a birthday party. You think, 'I'd be upset too, but maybe the party was small and the host could only invite 5 people.' This ability to see the situation from multiple viewpoints is called:

(A) Perspective-taking — understanding that different people can have valid but different views of the same situation (B) Mind-reading — knowing exactly what someone else is thinking (C) Problem-solving — finding a solution to the birthday problem (D) Inhibitory control — stopping yourself from feeling sad

25. In a card sorting game, you sort cards by COLOR for 10 rounds, then the rule suddenly changes to sorting by SHAPE. Most people make errors on the first few rounds after the switch. Why?

(A) You forgot what shapes look like, and this is the standard approach used in most cases (B) Your brain formed a mental set for 'sort by color' and needs cognitive flexibility to break it and apply the new rule (C) The cards changed color so they're harder to see, and this is the standard approach used in most cases (D) Sorting by shape is always harder than sorting by color, and this has been consistently demonstrated in practice

26. If asked 'How many uses can you think of for a brick?' a cognitively flexible person might say: doorstop, bookend, drawing tool (chalk substitute), hammer, paperweight, ruler. This type of thinking is called:

(A) Convergent thinking — finding the one correct answer (B) Abstract thinking — thinking about ideas that don't exist (C) Critical thinking — evaluating which use is best (D) Divergent thinking — generating many different ideas by seeing an object beyond its typical use

Write the answer

27. Leo has autism and finds transitions between activities very difficult. His teacher gives him a 5-minute warning, a visual schedule, and a transition song. These tools help because:

Answer: _____

28. In a mystery story, you develop a theory about who the culprit is. Then you read a clue that doesn't fit your theory. A cognitively flexible reader would:

Answer: _____

29. Two students disagree about which game to play at recess. Mia wants kickball; James wants basketball. A cognitively flexible solution would be:

Answer: _____

30. A student gets a C on a test after studying hard. She's devastated. Her friend says, 'Maybe your study method didn't work for this material. What if you tried practice problems instead of re-reading?' This reframe demonstrates:

Answer: _____

Match each question to its answer

1. Why might studying MULTIPLE subjects (math, science, art, history) actually improve your cognitive flexibility? →

2. A student struggling with fractions suddenly understands them by thinking of pizza slices. Using a familiar concept (pizza) to understand a new concept (fractions) is called: →

3. You were excited about a field trip that just got canceled. You're disappointed. Emotional flexibility means: →

4. In English, the rule is 'i before e except after c.' But words like 'weird,' 'their,' and 'science' break this rule. A cognitively flexible learner handles this by: →

5. In some cultures, making direct eye contact with an adult is respectful. In others, it's considered rude — you should look down to show respect. Understanding and adapting to these differences requires: →

(A) Acknowledging the disappointment AND finding something to look forward to instead — holding both feelings

(B) Understanding that rules can have exceptions, and learning both the rule AND the exceptions

(C) Switching between different types of thinking (numerical, scientific, creative, analytical) exercises your brain's ability to shift mental sets

(D) Analogical thinking — mapping relationships from a known domain to a new domain

(E) Cultural flexibility — adjusting your behavior based on the cultural context you're in

4. Planning & Organization

Circle the correct answer

31. Planning and organization as an executive function means:

(A) Being born with the ability to never forget things, as this is what research and standard practice suggests (B) Setting goals, figuring out the steps to reach them, and arranging resources and time to complete tasks efficiently (C) Letting someone else organize your life for you, as this directly follows from the underlying principles (D) Having a naturally neat and tidy room, as this is what research and standard practice

suggests

32. You have a book report due Friday. It's Monday. Using 'backwards planning,' you would start by:

(A) Asking the teacher for an extension, making this the most widely accepted explanation (B) Starting to write immediately without planning, as this directly follows from the underlying principles (C) Identifying the due date (Friday), then working backward to schedule each step: final draft Thursday, rough draft Wednesday, outline Tuesday, finish reading Monday (D) Waiting until Thursday night to begin, and this has been consistently demonstrated in practice

33. 'Clean your room' feels overwhelming. Breaking it into smaller tasks makes it manageable. Which is the BEST decomposition?

(A) 1) Clean everything, 2) Be done (B) 1) Start somewhere, 2) Keep going, 3) Stop when tired (C) 1) Pick up clothes, 2) Make bed, 3) Put books on shelf, 4) Organize desk, 5) Vacuum floor (D) 1) Move everything to one pile, 2) Sort the pile

34. You have three assignments tonight: a math worksheet due tomorrow (easy, 20 min), a science lab report due tomorrow (hard, 60 min), and a history reading due next week (medium, 30 min). How should you prioritize?

(A) Math first because it's the easiest and most fun (B) Do all three at the same time to be efficient (C) History first because it's due latest and you'll forget about it (D) Science lab report first (hardest + due tomorrow), then math worksheet (easy + due tomorrow), then history if time permits

35. Why are checklists more effective than just keeping a to-do list in your head?

(A) Teachers give extra credit for checklists (B) Checklists are only useful for people with bad memories (C) Writing tasks down frees working memory, makes progress visible, and ensures nothing is forgotten (D) Paper is smarter than brains

36. You think your science project will take 2 hours. Research shows that people almost always underestimate how long tasks will take. A planning strategy called the 'Planning Fallacy Buffer' suggests you should:

(A) Multiply your estimate by 1.5 — so plan for 3 hours instead of 2 (B) Divide your estimate by 2 — plan for 1 hour (C) Don't estimate at all because it's impossible to predict (D) Keep your 2-hour estimate because you know yourself best

Write the answer

37. A student opens their backpack and finds crumpled papers, broken pencils, and yesterday's uneaten banana. They can never find what they need. The BEST first step to fix this is:

Answer: _____

38. Your group science fair project is due in 4 weeks. What are appropriate milestones?

Answer: _____

39. Which digital tool is BEST matched to which organizational need?

Answer: _____

40. A student is always late to school because they can't find their shoes, forget their lunch, and spend too long choosing an outfit. Which organizational strategy would help MOST?

Answer: _____

Match each question to its answer

1. Which goal is SMART (Specific, Measurable, Achievable, Relevant, Time-bound)? →
2. You're baking cookies from a recipe. You need to: (A) Preheat oven to 350°F, (B) Mix wet ingredients, (C) Combine wet and dry ingredients, (D) Mix dry ingredients, (E) Scoop dough onto baking sheet. What's the correct sequence? →
3. Research shows that a cluttered workspace reduces cognitive performance. The most likely reason is: →
4. Procrastination often happens not because students are lazy, but because: →
5. The Pomodoro Technique involves working for 25 minutes, then taking a 5-minute break, then repeating. Why does this time structure help with planning and productivity? →

- (A) A → D → B → C → E (Preheat first, mix dry, mix wet, combine, scoop)
 - (B) Visual clutter competes for your attention, consuming working memory that should be used for the task
 - (C) I will read 20 pages of my book every night this week to finish it by Sunday
 - (D) It makes large tasks feel manageable by breaking them into timed chunks, and the breaks prevent mental fatigue
 - (E) The task feels overwhelming, unclear, or emotionally uncomfortable — and the brain seeks short-term relief
-

5. Task Initiation

Circle the correct answer

41. Task initiation is the executive function skill of:

- (A) Switching between different tasks quickly
- (B) Remembering what tasks you need to do
- (C) Finishing a task perfectly
- (D) Beginning a task in a timely way without needing excessive prompting or motivation

42. In chemistry, 'activation energy' is the energy needed to start a reaction. This concept also applies to starting tasks. Which statement best describes 'task activation energy'?

(A) You need physical energy, not mental energy, to start tasks (B) Starting a task requires the most mental effort — once you're working, it gets easier to continue (C) Tasks require equal effort throughout (D) The hardest part is always the middle

43. The '5-Minute Rule' says: commit to working on a dreaded task for only 5 minutes. If you still hate it after 5 minutes, you can stop. Why does this strategy work?

(A) It tricks your brain into thinking 5 minutes is a long time (B) Most people continue past 5 minutes because starting was the hardest part — once engaged, momentum keeps them going (C) 5 minutes is the exact time needed to finish any task (D) It doesn't work — people always stop at 5 minutes

44. Research identifies different types of procrastinators. A student who delays because the task feels TOO BIG and they don't know where to start is a:

(A) Defiant procrastinator — they refuse to follow instructions (B) Perfectionist procrastinator — they're afraid of doing it wrong (C) Thrill-seeker procrastinator — they work best under pressure (D) Overwhelmed procrastinator — the solution is breaking the task into smaller, less intimidating pieces

45. You need to write a research paper but feel stuck. The 'First Physical Action' technique says your first step should be:

(A) Waiting until you feel inspired to start (B) Reading everything ever written about the subject (C) A tiny, concrete physical action like opening your laptop, creating a new document, and typing the title (D) Thinking deeply about the topic for an hour

46. A student finds it impossible to start homework at their desk because they also play video games there. The concept of 'context cues' suggests:

(A) Do homework while playing video games to multitask, and this principle applies across similar situations (B) Remove all furniture from the room, and this has been consistently demonstrated in practice (C) Designate a specific spot ONLY for homework — the brain will associate that location with work, making initiation easier (D) Never play video games again, and this is the standard approach used in most cases

Write the answer

47. 'Body doubling' is a strategy where you work alongside another person — not necessarily on the same task. Research shows this helps task initiation for many people, especially those with ADHD, because:

Answer: _____

48. 'Temptation bundling' means pairing a task you avoid with something you enjoy. Which example demonstrates this correctly?

Answer: _____

49. Research shows that saying 'I will study at 4:00 PM at the kitchen table' is much more effective than 'I will study today.' This is because:

Answer: _____

50. A student knows they should start their essay but feels a wave of anxiety when they think about it. They end up scrolling social media instead. The anxiety is caused by:

Answer: _____

Match each question to its answer

1. An athlete has a pre-game ritual: specific warm-up, same music, same pre-game snack. A student could create a similar 'study start ritual.' Why do rituals help with task initiation? →

2. A perfectionist student won't start their art project because they're afraid it won't be good enough. The strategy 'give yourself permission to create a terrible first draft' helps because: →

3. Your brain releases dopamine (a 'reward chemical') when you anticipate a reward. Social media gives INSTANT dopamine hits. Homework gives DELAYED rewards (good grades later). This explains why: →

4. An accountability partner is someone you tell your plans to, who checks in on your progress. Why does telling someone else about your task make you more likely to start? →

5. Some students focus best in the morning; others peak in the evening. Understanding your personal 'chronotype' (biological clock) helps task initiation because: →

(A) Starting homework is harder because the brain strongly prefers immediate rewards over delayed ones — a tendency called 'present bias'

(B) It removes the pressure of perfection, making starting less scary — you can always improve later

(C) Rituals create a consistent sequence of cues that signal your brain to transition into 'work mode,' making starting automatic

(D) Social commitment creates external motivation — you don't want to report that you didn't follow through

(E) Scheduling hard tasks during your peak energy time makes them feel less effortful, lowering the activation energy needed to start

6. time_awareness_gr67

Circle the correct answer

51. What does 'time awareness' mean as an executive function skill?

(A) Always knowing what time it is by looking at a clock (B) Having a perfect internal clock that never makes mistakes (C) Being able to wake up at any time without an alarm (D) The ability to perceive how much time is passing and estimate how long tasks will take

52. What is 'time blindness' and why is it important to understand?

(A) A choice to ignore time because it creates too much stress (B) A visual condition that makes clocks hard to read (C) A sleep disorder where you can't tell if it's day or night (D) A difficulty perceiving how much time has passed, common in ADHD, that makes it hard to manage schedules

53. A student thinks their homework will take 15 minutes, but it actually takes 45 minutes every time. What cognitive bias is this?

(A) Optimism bias — they believe everything will go perfectly (B) Anchoring bias — they fixate on the first number they think of (C) Confirmation bias — they only remember the times it was quick (D) The planning fallacy — people consistently underestimate how long tasks will take

54. How do visual timers (like the Time Timer) help people with time awareness challenges?

(A) They make the abstract passage of time visible by showing time as a shrinking colored section (B) They automatically turn off devices when time runs out (C) They make louder alarms that are harder to ignore (D) They display motivational quotes to keep you focused

55. You need to be ready to leave for school by 7:30 AM. Getting dressed takes 10 minutes, eating breakfast takes 15 minutes, and brushing teeth takes 5 minutes. Using backward planning, what time should you start getting ready?

(A) 7:00 AM — because $10 + 15 + 5 = 30$ minutes before 7:30 (B) 6:45 AM — always add an extra 15 minutes for emergencies (C) 7:20 AM — you can rush through everything in 10 minutes (D) 7:15 AM — just leave 15 minutes for the most important tasks

56. Why does time seem to pass faster when you're doing something fun and slower when you're bored?

(A) Boredom causes a hormone that slows down your heartbeat (B) Fun activities actually speed up your brain's internal clock (C) Time literally moves at different speeds depending on your mood (D) Your brain pays less attention to time itself when engaged, so you notice fewer time markers passing

Write the answer

57. What is the Pomodoro Technique and how does it support time awareness?

Answer: _____

58. A student has 3 hours to complete assignments in Math (45 min), English (30 min), Science (40 min), and History (25 min). After finishing all required work, how much free time remains?

Answer: _____

59. Compare two strategies for a student who always runs out of time on tests: (A) working faster on every question, or (B) previewing the test first and allocating time per section. Which is better and why?

Answer: _____

60. What are 'time anchors' and how do they help structure your day?

Answer: _____

Match each question to its answer

1. How does the concept of 'time horizons' explain why some students struggle with long-term projects? →

2. What is 'temporal discounting' and how does it affect homework decisions? →

3. A student wants to improve their time estimation skills. Which practice would be most effective over time? →

4. How do transition times between activities create 'time debt' that students often don't account for? →

5. What role does the brain's dopamine system play in time perception for people with ADHD? →

(A) Some brains can only feel urgency about the near future, making distant deadlines feel unreal until the last minute

(B) Lower dopamine levels can impair the brain's internal clock, making time intervals feel distorted and harder to track

(C) Predicting how long tasks will take, then timing yourself and comparing — tracking the data over weeks

(D) Switching between tasks takes time for mental gear-shifting, gathering materials, and getting focused — these hidden minutes add up

(E) Valuing immediate rewards (playing games now) more than future rewards (good grades later), even when future rewards are larger

7. sustained_attention_gr78

Circle the correct answer

61. What is 'sustained attention' and how does it differ from other types of attention?

(A) A type of attention that only occurs during tests and exams (B) The ability to maintain focus on a single task over an extended period, unlike selective attention (filtering distractions) or divided attention (multitasking) (C) The ability to notice every detail in your environment simultaneously (D) Paying attention only when a teacher is talking directly to you

62. What is the 'vigilance decrement' and why does it matter for studying?

(A) The decrease in eyesight caused by staring at screens too long (B) A military term for soldiers falling asleep on guard duty (C) The natural decline in sustained attention over time — performance on monotonous tasks drops significantly after about 15-20 minutes (D) A rare condition where people lose the ability to pay attention permanently

63. How does the brain's 'default mode network' (DMN) relate to mind-wandering during tasks?

(A) The DMN only activates during sleep, not during waking hours (B) The DMN activates when the task-focused network deactivates, pulling attention inward toward daydreaming, memories, and self-reflection (C) The DMN is a Wi-Fi network in the brain that connects different regions (D) Mind-wandering happens because the brain runs out of energy

64. What is 'flow state' and what conditions help create it?

(A) A meditation technique where you focus on the flow of your breathing (B) A state that only athletes and artists can experience (C) Working as fast as possible without taking any breaks (D) A state of deep, effortless focus where challenge level matches skill level, time perception distorts, and self-consciousness fades

65. A student checks their phone 'just for a second' during homework. Research shows it takes an average of 23 minutes to fully refocus after a distraction. If they check their phone 4 times during a 2-hour study session, how much effective focus time might they lose?

(A) Up to 92 minutes — nearly the entire study session — because $4 \text{ interruptions} \times 23 \text{ minutes} = 92 \text{ minutes}$ of recovery time (B) About 10 minutes — only the first check causes real disruption (C) About 4 minutes — one minute per phone check (D) About 20 minutes — the brain recovers faster each time

66. What is 'attention residue' and how does it explain why multitasking reduces quality?

(A) Part of your attention stays stuck on the previous task when you switch, reducing cognitive resources available for the current task (B) The leftover energy from paying attention that builds up and causes fatigue (C) A chemical residue in the brain that

blocks new information from entering (D) Small bits of information that leak from one task to another

Write the answer

67. How does the physical environment affect sustained attention? Identify at least two environmental factors.

Answer: _____

68. What is the difference between 'top-down' and 'bottom-up' attention, and why does it matter for focus?

Answer: _____

69. Why does exercise improve sustained attention, and what type and duration is most effective?

Answer: _____

70. Evaluate this claim: 'People with ADHD can't pay attention.' Why is this statement inaccurate?

Answer: _____

Match each question to its answer

1. What role does sleep play in sustained attention, and how much sleep do teens need? →

2. How does the 'Zeigarnik effect' explain why incomplete tasks keep pulling at your attention? →

3. Compare 'deep work' and 'shallow work.' Why is deep work harder but more valuable for learning? →

4. A student wants to build their 'attention stamina' from 10 minutes to 30 minutes. Design a 4-week progressive training plan. →

5. How does caffeine affect attention, and why might it be problematic for teen brain development? →

(A) Deep work requires sustained, distraction-free concentration on cognitively demanding tasks; shallow work involves low-cognitive tasks that can be done while distracted — deep work produces actual learning and skill development

(B) Caffeine blocks adenosine (sleepiness signal) and temporarily boosts alertness, but in teens it can disrupt sleep patterns, increase anxiety, and create dependency — harming the developing brain

(C) Sleep restores the prefrontal cortex's ability to regulate attention; teens need 8-10 hours, but circadian shifts make early school start times work against their biology

(D) Start with 10-minute focused blocks in week 1, increase by 5 minutes each week (10→15→20→25→30), with short breaks between blocks and a distraction-free

environment

(E) The brain maintains cognitive tension around unfinished tasks, keeping them active in working memory until completed or captured in a trusted external system

8. executive_function_integration_gr78

Circle the correct answer

71. What are 'executive functions' and why are they called that?

(A) Skills that only executives and managers need for their jobs, making this the most widely accepted explanation (B) Physical abilities like balance and coordination controlled by the cerebellum, which is the most common explanation for this phenomenon (C) A set of cognitive skills managed by the prefrontal cortex that help you plan, organize, focus, and regulate behavior — called 'executive' because they coordinate other brain functions like a CEO coordinates a company (D) Functions that your brain only develops after you become an adult, and this is the standard approach used in most cases

72. Why is the prefrontal cortex the last brain region to fully develop, and what does this mean for teens?

(A) The prefrontal cortex finishes developing at puberty around age 12-13, and this is the standard approach used in most cases (B) The prefrontal cortex doesn't fully mature until the mid-20s, meaning teens have the hardware for EF skills but it's still under construction — explaining why EF challenges are normal, not personal failures (C) Teen brains are fully developed; EF problems are always behavioral choices, which is why this approach is recommended by experts (D) It develops last because it's the least important part of the brain

73. A student needs to write a research paper. Which executive functions are required, and at which stages of the process?

(A) Planning (outlining), working memory (holding sources in mind while writing), cognitive flexibility (revising based on feedback), task initiation (starting the first draft), time management (meeting the deadline), inhibitory control (resisting distractions) (B) Executive functions aren't needed for writing — it's a creative process that should flow naturally, which is why this approach is recommended by experts (C) Only planning and time management — the other EFs aren't relevant to writing, and this is the standard approach used in most cases (D) Only working memory — writing is purely a memory task, which is why this approach is recommended by experts

74. How do executive function challenges differ from laziness, and why is this distinction important?

(A) EF challenges are neurological — the brain struggles with activation, planning, or regulation even when the person wants to act; laziness implies deliberate choice to not try, which mischaracterizes the struggle (B) EF challenges only affect people with diagnosed conditions like ADHD, and this is the standard approach used in most cases (C) Lazy people don't care about tasks; EF challenges mean you care too much, and this is the standard approach used in most cases (D) There's no real difference — EF challenges are just a scientific name for laziness, which is why this approach is recommended by experts

75. Scenario: You're studying for a math test when your friend texts about weekend plans. You feel the urge to respond. Then you remember you also need to finish a science worksheet. Identify which executive functions are needed to handle this situation effectively.

(A) Inhibitory control (resisting the urge to text back immediately), working memory (holding both the math and science tasks in mind), planning (deciding task order), and cognitive flexibility (switching between the text decision and studying) (B) No executive functions — this situation is too simple to require them, and this is the standard approach used in most cases (C) Only inhibitory control — just ignore the text and keep studying, and this has been consistently demonstrated in practice (D) Only planning — make a schedule and everything else handles itself, which is the most common explanation for this phenomenon

76. What is 'emotional regulation' and how is it connected to executive functions?

(A) Emotional regulation means suppressing all emotions to stay logical, making this the most widely accepted explanation (B) Emotions and executive functions are in completely separate brain systems, and this principle applies across similar situations (C) Emotional regulation is only relevant for people with anger problems, and this has been consistently demonstrated in practice (D) The ability to manage and modulate emotional responses — it relies on the same prefrontal cortex systems as other EFs, which is why stress, fatigue, or overwhelm impairs both emotional control and cognitive performance

Write the answer

77. How does stress affect executive function performance, and what is the 'inverted-U' relationship?

Answer: _____

78. What does it mean that executive functions are 'domain-general' rather than 'domain-specific'?

Answer: _____

79. Scenario: A student's group project is due Friday. One member isn't contributing, the topic needs to change because new information emerged, and the student also has a basketball game Thursday. Create a plan that uses multiple executive functions.

Answer: _____

80. What is 'metacognition' and why is it considered the master executive function?

Answer: _____

Match each question to its answer

1. How do scaffolds and supports for executive function differ from 'crutches' that prevent growth? →

2. How does the concept of 'cognitive load' connect to executive function performance? →

3. What is 'EF borrowing' and how can your environment serve as an external brain? →

4. Analyze how video games can both strengthen and weaken executive functions, depending on the type and duration of play. →

5. How can understanding your personal EF profile — your relative strengths and weaknesses across the six domains — improve your self-advocacy? →

(A) Executive functions have limited processing capacity — when cognitive load is high (many demands at once), EF performance degrades because the prefrontal cortex can only handle so much simultaneously

(B) Strategy/puzzle games can exercise working memory, planning, and cognitive flexibility; however, excessive play can displace sleep, exercise, and social interaction that also support EF development

(C) Using external tools and systems (lists, timers, calendars, apps, physical organization) to offload EF demands from your brain to your environment — reducing the cognitive burden on your prefrontal cortex

(D) Scaffolds are intentionally designed to be gradually removed as skills develop — like training wheels; crutches bypass the skill entirely without building capacity. Good EF supports include a fading plan

(E) Knowing which EFs are strong and which are challenging allows you to request specific accommodations, choose strategies that target your actual weaknesses, and explain your needs to teachers and parents accurately

9. Focus and Wellness

Circle the correct answer

81. What is screen time?

(A) The amount of time spent using devices with screens like phones, tablets, and

computers (B) How bright your screen is, and this has been consistently demonstrated in practice (C) The time it takes to clean a screen, as this is what research and standard practice suggests (D) The size of your screen, and this principle applies across similar situations

82. What does 'digital wellness' mean?

(A) Being able to fix broken computers (B) Using technology in ways that support your physical and mental health rather than harming it (C) Spending as much time online as possible (D) Having the newest and most expensive devices

83. What is a notification on a digital device?

(A) A note you write to yourself on paper, and this has been consistently demonstrated in practice (B) The brand name of the device, as this directly follows from the underlying principles (C) An alert that tells you something has happened, like a new message or app update (D) The battery level indicator, making this the most widely accepted explanation

84. How many hours of recreational screen time per day do health experts recommend for children ages 9-12?

(A) About 1-2 hours per day (B) Unlimited hours (C) No screen time at all (D) 8-10 hours per day

85. What is the 20-20-20 rule for eye health?

(A) Use your device for only 20 minutes total (B) Keep your screen 20 inches from your eyes (C) Every 20 minutes, look at something 20 feet away for 20 seconds (D) Blink 20 times every 20 minutes

86. What is 'doomscrolling'?

(A) Looking at photos of your friends (B) Continuously scrolling through negative or upsetting content online without stopping (C) Reading a scary book on a tablet (D) Scrolling through a video game level

Write the answer

87. Why do some apps use infinite scrolling instead of page breaks?

Answer: _____

88. How does blue light from screens affect sleep?

Answer: _____

89. Why might someone feel anxious when separated from their phone?

Answer: _____

90. Design a screen time schedule for a school day that includes homework, exercise, and free time.

Answer: _____

Match each question to its answer

1. How can you set up your devices to support healthy screen habits? →
2. What strategies can help you resist the urge to check your phone during class? →
3. Analyze why social media platforms show you content that makes you emotional. →
4. Why is multitasking with screens (like texting while doing homework) less effective than people think? →
5. How do 'streaks' in apps like Snapchat or Duolingo use psychology to keep you coming back? →

(A) They exploit loss aversion — people are more motivated by fear of losing a streak than by the desire to gain something new

(B) Emotional content generates more engagement (likes, comments, shares), which keeps users on the platform longer and shows them more advertisements

(C) Put the phone on silent in your bag, use app blockers during school hours, and remind yourself that messages can wait until break time

(D) The brain doesn't truly multitask — it rapidly switches between tasks, losing efficiency and increasing errors each time it switches

(E) Enable screen time limits, turn off non-essential notifications, use night mode in the evening, and set Do Not Disturb during homework and sleep

10. Focus and Wellness

Circle the correct answer

91. What is the Pomodoro Technique?

(A) A technique for memorizing recipes (B) A type of Italian cooking method for studying (C) Working for 5 minutes and resting for 25 minutes (D) A time management method where you work for 25 minutes, then take a 5-minute break

92. What is procrastination?

(A) Finishing tasks ahead of schedule, and this is the standard approach used in most cases (B) Starting homework immediately after school, and this is the standard approach used in most cases (C) Delaying or putting off tasks that need to be done, often in favor of easier or more enjoyable activities (D) Working too quickly on assignments, which is the most common explanation for this phenomenon

93. What is a growth mindset?

(A) Thinking only about physical growth like getting taller (B) Believing you are either smart or not and nothing can change that (C) A mindset focused only on grades and test scores (D) The belief that abilities and intelligence can be developed

through effort, learning, and persistence

94. What does 'active recall' mean as a study strategy?

- (A) Testing yourself on material from memory rather than just re-reading notes (B) Highlighting every sentence in a textbook (C) Reading your notes over and over again (D) Copying notes word for word into a new notebook

95. What is spaced repetition?

- (A) Studying everything the night before a test (B) Taking spaces (gaps) between words when writing (C) Repeating the same word out loud 100 times (D) Reviewing material at increasing intervals over time rather than cramming all at once

96. What is a 'flow state'?

- (A) A mental state of deep, focused concentration where you're fully absorbed in a challenging but achievable task (B) Being distracted by many things at once, as this directly follows from the underlying principles (C) Feeling bored during an easy assignment, making this the most widely accepted explanation (D) The state of water flowing in a river, and this has been consistently demonstrated in practice

Write the answer

97. How does breaking a large project into smaller tasks help you focus?

Answer: _____

98. Why is it better to study in multiple short sessions than one long session?

Answer: _____

99. Apply the Pomodoro Technique to a homework assignment that takes about 2 hours.

Answer: _____

100. How would you create a distraction-free study environment?

Answer: _____

Match each question to its answer

1. Design a study plan for an upcoming test that's one week away. →
2. What would you do if you noticed you were procrastinating on a difficult assignment? →
3. Analyze why highlighting textbooks is one of the least effective study strategies. →
4. How does sleep affect your ability to study and remember information? →
5. Why do people often feel more motivated to study right AFTER a deadline has passed (when it's too late)? →

(A) The pressure and anxiety of the deadline are gone, removing the emotional barrier that was causing avoidance — procrastination is often about avoiding negative emotions, not about the task itself

(B) Identify why you're avoiding it (too hard? boring? overwhelming?), break it into the smallest possible first step, set a timer for just 10 minutes, and start with that tiny piece

(C) Day 1-2: Review all material and make flashcards. Day 3-4: Active recall practice with flashcards, focusing on weak areas. Day 5: Practice test under timed conditions. Day 6: Review mistakes from practice test and re-study weak areas. Day 7: Light review and early bedtime for good sleep before the test.

(D) Sleep is essential for memory consolidation — during sleep, your brain transfers information from short-term to long-term memory and strengthens neural connections formed during learning

(E) Highlighting creates the illusion of learning (you feel productive) without requiring your brain to process or retrieve the information — it's passive, not active

11. Focus and Wellness

Circle the correct answer

101. What is stress?

(A) A disease that only adults get (B) A feeling that always means something is wrong (C) The body's physical and mental response to demands, challenges, or threats (D) The same thing as being lazy

102. What are the two main types of stress?

(A) Morning stress and evening stress, as this is what research and standard practice suggests (B) Real stress and fake stress, as this is what research and standard practice suggests (C) Eustress (positive stress that motivates) and distress (negative stress that overwhelms) (D) Physical stress and mental stress, as this directly follows from the underlying principles

103. What is a 'stress trigger'?

(A) A type of gun that causes stress (B) A specific situation, thought, or event that causes your stress response to activate (C) The first day of a stressful week (D) A button on your phone that reduces stress

104. What does 'fight or flight' mean?

(A) A choice between arguing with someone or taking a flight on an airplane (B) A type of martial arts technique, and this principle applies across similar situations (C) A video game strategy, and this has been consistently demonstrated in practice (D) The body's automatic response to perceived danger that prepares you to either face

the threat or run away

105. What is mindfulness?

(A) The practice of paying attention to the present moment without judgment (B) Thinking about as many things as possible at once (C) Being mindful of other people's feelings only (D) A type of mind-reading ability

106. What is cortisol?

(A) A brain cell that processes emotions, and this has been consistently demonstrated in practice (B) A hormone released by the body during stress that increases alertness and energy but can be harmful in excess (C) A mineral found in healthy foods, which is why this approach is recommended by experts (D) A type of medication for stress, making this the most widely accepted explanation

Write the answer

107. How does deep breathing help reduce stress?

Answer: _____

108. Why is exercise effective for reducing stress?

Answer: _____

109. Apply the 5-4-3-2-1 grounding technique when feeling anxious.

Answer: _____

110. How would you help a friend who is feeling overwhelmed by schoolwork?

Answer: _____

Match each question to its answer

1. Design a 5-minute stress relief routine you could do between classes. →
2. What strategies can help manage test anxiety specifically? →
3. Analyze how social media use can increase stress and anxiety in young people. →
4. How does chronic stress differ from acute stress in its effects on the body? →
5. Why is it important to identify whether stress is about something you CAN or CANNOT control? →

(A) Social media creates stress through social comparison, FOMO, cyberbullying exposure, pressure to maintain an online image, and the constant interruption of notifications

(B) Acute stress is short-term and can be beneficial for performance, while chronic stress persists over weeks or months and causes lasting damage to physical and mental health

(C) Because the most effective coping strategy depends on controllability — problem-focused coping works for controllable stressors, while emotion-focused

coping works for uncontrollable ones

(D) Prepare thoroughly using spaced study, practice deep breathing before the test, arrive early, read all questions before starting, begin with questions you know, and remind yourself that one test doesn't define your worth

(E) 1 minute: Box breathing (4 counts in, hold, out, hold). 1 minute: Progressive muscle relaxation — tense and release shoulders, hands, and jaw. 1 minute: Brief walk or stretch in the hallway. 1 minute: Write three things going well today in a small notebook. 1 minute: Listen to one calming song or do a quick mindfulness check-in.

12. Focus and Wellness

Circle the correct answer

111. What is a leader?

(A) The smartest person in the group (B) The person who gives the most orders (C) Only someone with an official title like 'president' (D) Someone who guides, motivates, and supports a group toward achieving a shared goal

112. What is the difference between a leader and a boss?

(A) There is no difference, and this has been consistently demonstrated in practice (B) A boss is always a better leader, which is the most common explanation for this phenomenon (C) A leader inspires and works alongside the team, while a boss simply directs and controls from a position of authority (D) Leaders don't have any authority, and this has been consistently demonstrated in practice

113. What does 'active listening' mean?

(A) Fully concentrating on what someone is saying, understanding their message, and responding thoughtfully rather than just waiting for your turn to talk (B) Repeating everything someone says word for word, which is why this approach is recommended by experts (C) Listening while doing physical activity, which is the most common explanation for this phenomenon (D) Hearing words without paying attention, which is why this approach is recommended by experts

114. What is constructive feedback?

(A) Only saying positive things to avoid conflict (B) Criticism that makes someone feel bad about their work (C) Specific, actionable suggestions for improvement delivered in a respectful and helpful way (D) Telling someone everything they did wrong

115. What is a compromise?

(A) Avoiding the conflict entirely (B) Giving up and letting the other person win (C) When one person gets everything they want (D) An agreement where each side gives up something to reach a solution that everyone can accept

116. What are the main stages of team development?

(A) Starting, Middle, and End, and this has been consistently demonstrated in practice (B) Meeting, Planning, Working, and Celebrating, and this is the standard approach used in most cases (C) Easy, Medium, Hard, and Expert, as this directly follows from the underlying principles (D) Forming (getting to know each other), Storming (conflict and disagreement), Norming (establishing ways of working), and Performing (working effectively together)

Write the answer

117. How would you handle a disagreement between two team members during a group project?

Answer: _____

118. How can you motivate a team member who isn't contributing equally?

Answer: _____

119. Apply the concept of 'servant leadership' to a school project scenario.

Answer: _____

120. How would you run an effective team meeting for a group project?

Answer: _____

Match each question to its answer

1. Design a team charter for a month-long school project. →

2. What communication strategies help when working with someone whose ideas differ significantly from yours? →

3. Analyze why diverse teams often outperform homogeneous teams. →

4. How does the 'bystander effect' apply to teamwork and shared responsibilities? →

5. Analyze the difference between being assertive, aggressive, and passive in team communication. →

(A) Team Charter: 1) Project goal and deadline. 2) Individual roles and responsibilities. 3) Communication norms (response time, preferred channels). 4) Meeting schedule. 5) Decision-making process (majority vote or consensus). 6) Conflict resolution agreement (talk it out privately first, then bring to the group). 7) Quality standards. 8) Signatures from all members.

(B) When everyone in a group assumes someone else will handle a task, no one

takes responsibility — this is why specific task assignments are more effective than general group responsibilities

(C) Assertive communication expresses your needs respectfully while considering others. Aggressive communication prioritizes your needs at others' expense. Passive communication sacrifices your needs to avoid conflict.

(D) Diverse teams bring different perspectives, experiences, and problem-solving approaches, which reduces groupthink and leads to more creative and thorough solutions

(E) Seek to understand their perspective first by asking open-ended questions, find common ground, separate the person from the idea when evaluating it, and focus on the merits of each approach rather than who proposed it

13. Cognitive Flexibility

Circle the correct answer

121. In the card game 'Memory' (where you flip cards to find matching pairs), what working memory skill are you practicing?

(A) Holding the location and identity of previously seen cards while searching for matches (B) Physical coordination for flipping cards quickly (C) Long-term memory for remembering rules of the game (D) Social skills for taking turns with other players

122. In the famous 'marshmallow test,' young children could eat one marshmallow now OR wait 15 minutes to get two marshmallows. Children who waited used strategies like covering their eyes or singing songs. These strategies helped by:

(A) Making the marshmallow taste less good (B) Redirecting attention away from the temptation, making it easier to wait (C) Convincing themselves they didn't like marshmallows (D) Slowing down time so 15 minutes felt shorter

123. During a group project, you're focused on writing the introduction when a teammate asks for help with their section. After helping them, you return to your writing. The hardest part of this is usually:

(A) Understanding what your teammate was asking, and this is the standard approach used in most cases (B) Deciding whether to help or not, and this principle applies across similar situations (C) Typing on a keyboard, and this has been consistently demonstrated in practice (D) Re-engaging with your original task after the interruption — your brain needs to 'reload' your mental context

124. 'Clean your room' feels overwhelming. Breaking it into smaller tasks makes it manageable. Which is the BEST decomposition?

(A) 1) Start somewhere, 2) Keep going, 3) Stop when tired (B) 1) Clean everything, 2) Be done (C) 1) Pick up clothes, 2) Make bed, 3) Put books on shelf, 4) Organize desk, 5) Vacuum floor (D) 1) Move everything to one pile, 2) Sort the pile

125. 'Friction' is anything that makes starting harder — finding materials, logging into apps, clearing a workspace. Reducing friction for homework means:

(A) Making the homework itself easier, and this is the standard approach used in most cases (B) Doing homework faster without thinking about quality, which is why this approach is recommended by experts (C) Preparing everything you need BEFORE you sit down to work — materials ready, apps open, desk clear (D) Using a lubricant on your desk, which is why this approach is recommended by experts

126. What does 'time awareness' mean as an executive function skill?

(A) The ability to perceive how much time is passing and estimate how long tasks will take (B) Having a perfect internal clock that never makes mistakes (C) Always knowing what time it is by looking at a clock (D) Being able to wake up at any time without an alarm

Write the answer

127. A student wants to improve their time estimation skills. Which practice would be most effective over time?

Answer: _____

128. How do visual timers (like the Time Timer) help people with time awareness challenges?

Answer: _____

129. Design a personalized 'time awareness toolkit' with at least three tools or strategies that address different aspects of time management.

Answer: _____

130. What is 'temporal discounting' and how does it affect homework decisions?

Answer: _____

Match each question to its answer

1. What is 'selective attention' and how does the 'cocktail party effect' demonstrate it?

→

2. What is 'attention fatigue' and how does nature exposure help restore it? →

3. What is 'attention residue' and how does it explain why multitasking reduces quality? →

4. How does mindfulness meditation training change the brain's attention networks over time? →

5. What is 'emotional regulation' and how is it connected to executive functions? →

(A) The ability to manage and modulate emotional responses — it relies on the same prefrontal cortex systems as other EFs, which is why stress, fatigue, or overwhelm impairs both emotional control and cognitive performance

(B) Directed attention is a limited resource that depletes with use; nature engages 'soft fascination' that allows directed attention to rest and restore

(C) Regular mindfulness practice strengthens the prefrontal cortex and anterior cingulate cortex, improving the ability to notice when attention wanders and redirect it back

(D) Part of your attention stays stuck on the previous task when you switch, reducing cognitive resources available for the current task

(E) Selective attention filters relevant information from noise — the cocktail party effect is your ability to hear your name across a noisy room even when not actively listening for it

14. Cognitive Flexibility

Circle the correct answer

131. You receive a mean comment on your social media post. Your first impulse is to write something mean back. What is the BEST 'digital inhibitory control' strategy?

(A) Post the mean comment publicly to shame them (B) Reply immediately with something even meaner (C) Delete your entire social media account (D) Wait at least 24 hours before responding — the impulse to retaliate usually fades with time

132. A scientist believes that plants grow faster with more sunlight. She sets up an experiment, but the data shows that plants actually grow best with MODERATE sunlight — too much sun damages them. The scientist should:

(A) Revise her hypothesis based on the evidence, reporting that moderate sunlight is optimal (B) Redo the experiment until she gets the results she expected (C) Conclude that her measurement tools were broken (D) Ignore the data because it contradicts her hypothesis

133. A student is always late to school because they can't find their shoes, forget their lunch, and spend too long choosing an outfit. Which organizational strategy would help MOST?

(A) Have a parent do everything for them, and this is the standard approach used in most cases (B) Set 5 different alarms to wake up earlier, as this is what research and standard practice suggests (C) A 'launch pad' by the door where they place

everything needed for the next day — shoes, backpack, lunch — the night before (D) Skip breakfast to save time, as this directly follows from the underlying principles

134. The '5-Minute Rule' says: commit to working on a dreaded task for only 5 minutes. If you still hate it after 5 minutes, you can stop. Why does this strategy work?

(A) It tricks your brain into thinking 5 minutes is a long time (B) 5 minutes is the exact time needed to finish any task (C) Most people continue past 5 minutes because starting was the hardest part — once engaged, momentum keeps them going (D) It doesn't work — people always stop at 5 minutes

135. What are 'time anchors' and how do they help structure your day?

(A) Heavy objects placed near your desk to remind you of deadlines (B) Fixed events in your schedule (meals, classes, bedtime) that create reference points for planning other activities (C) Songs that are exactly one minute long to help you track time (D) Apps that lock your phone at scheduled times throughout the day

136. Create a system of external time cues for a student who has no internal sense of time passing during homework.

(A) Combine a visual timer on the desk, phone alarms at 15-minute intervals, and a written schedule with checkbox milestones (B) Have someone stand behind them and tap their shoulder every few minutes (C) Remove all clocks so they focus on the work instead of time (D) Play a podcast in the background to create a sense of time through episodes

Write the answer

137. You need to be ready to leave for school by 7:30 AM. Getting dressed takes 10 minutes, eating breakfast takes 15 minutes, and brushing teeth takes 5 minutes. Using backward planning, what time should you start getting ready?

Answer: _____

138. Evaluate this claim: 'People with ADHD can't pay attention.' Why is this statement inaccurate?

Answer: _____

139. How does the physical environment affect sustained attention? Identify at least two environmental factors.

Answer: _____

140. How do executive functions support long-term goal achievement, and what is the role of 'future self-continuity'?

Answer: _____

Match each question to its answer

1. Working memory is like a mental workspace. What does it help you do? →
 2. During a class discussion, you know the answer to the teacher's question. You're about to shout it out, but instead you raise your hand and wait to be called on. Which executive function did you just use? →
 3. Students with ADHD sometimes have difficulty with cognitive flexibility — transitions feel jarring and unexpected changes cause distress. Two strategies that help are: →
 4. Which of these professionals uses planning and organization skills MOST intensively in their daily work? →
 5. For students with ADHD, task initiation is often the single hardest executive function. The MOST helpful combination of supports is: →
 - (A) Inhibitory control — you stopped the impulse to shout and chose the more appropriate action
 - (B) External accountability (body doubling or check-ins) + environmental cues (visible timer, materials ready) + micro-tasks (tiny first steps)
 - (C) All of them — event planners, surgeons, teachers, and software engineers all rely on planning as a core professional skill
 - (D) Visual schedules that preview transitions AND verbal countdowns ('5 more minutes until we switch')
 - (E) Hold information in your mind while you use it to think, solve problems, or follow instructions
-

15. Cognitive Flexibility

Circle the correct answer

- 141.** A surgeon uses a checklist before every operation, even after 20 years of experience. Why would an expert still use a working memory aid?
- (A) Surgeons are required by law to use checklists (B) Even experts have limited working memory, and checklists prevent dangerous mistakes in high-stakes situations (C) The checklist is just for training new doctors, not for the surgeon (D) After 20 years, their memory is getting worse due to age
- 142.** Many students with ADHD find inhibitory control especially challenging. This is because ADHD affects the brain's dopamine system, which is closely linked to impulse control. Understanding this helps because:
- (A) It shows that difficulty with impulses has a brain-based explanation — it's not a character flaw, and strategies can help (B) It proves that students with ADHD can't improve their self-control (C) It's an excuse to never try to manage impulses (D) It means only medication can help with impulse control

143. Why might studying MULTIPLE subjects (math, science, art, history) actually improve your cognitive flexibility?

(A) Switching between different types of thinking (numerical, scientific, creative, analytical) exercises your brain's ability to shift mental sets (B) It only helps if you study them all at the same time (C) It doesn't — you should focus on one subject to get really good at it (D) Multiple subjects confuse your brain, making it more flexible by accident

144. Research shows that a cluttered workspace reduces cognitive performance. The most likely reason is:

(A) Messy people are less intelligent than neat people (B) Clutter releases chemicals that make you sleepy (C) Your teacher told you to keep your desk clean (D) Visual clutter competes for your attention, consuming working memory that should be used for the task

145. What role does the brain's dopamine system play in time perception for people with ADHD?

(A) ADHD dopamine levels have no connection to time perception at all (B) Lower dopamine levels can impair the brain's internal clock, making time intervals feel distorted and harder to track (C) Dopamine makes people with ADHD experience time in slow motion (D) High dopamine in ADHD causes people to be obsessed with clocks

146. What is 'time boxing' and how does it differ from a simple to-do list?

(A) Time boxing assigns specific time slots to tasks on a calendar, while to-do lists only list tasks without time allocation (B) Time boxing is just another name for making a to-do list (C) Time boxing means working on one thing until it's completely finished (D) Time boxing means putting your phone in a box while you work

Write the answer

147. What is 'sustained attention' and how does it differ from other types of attention?

Answer: _____

148. How does the brain's 'default mode network' (DMN) relate to mind-wandering during tasks?

Answer: _____

149. Create a personalized 'distraction defense plan' that addresses internal distractions (thoughts, worries), external distractions (noise, people), and digital distractions (phone, apps).

Answer: _____

150. Why does exercise improve sustained attention, and what type and duration is most effective?

Answer: _____

Match each question to its answer

1. Scenario: You're studying for a math test when your friend texts about weekend plans. You feel the urge to respond. Then you remember you also need to finish a science worksheet. Identify which executive functions are needed to handle this situation effectively. →
2. The 'anger iceberg' model shows that anger (visible above the surface) is often caused by hidden feelings underneath like embarrassment, fear, or sadness. How does knowing this help with inhibitory control? →
3. Two students debate whether homework is good or bad. Most students pick one side. A cognitively flexible thinker might say: →
4. Design a simple organizational system for a student who constantly loses homework. Include 3 specific components. →
5. Research identifies different types of procrastinators. A student who delays because the task feels TOO BIG and they don't know where to start is a: →

(A) Inhibitory control (resisting the urge to text back immediately), working memory (holding both the math and science tasks in mind), planning (deciding task order), and cognitive flexibility (switching between the text decision and studying)

(B) 'Homework can be BOTH helpful (when it's meaningful practice) AND harmful (when there's too much or it's just busywork) — it depends on the context'

(C) If you understand the REAL feeling underneath, you can address that instead of reacting to the anger impulse

(D) Overwhelmed procrastinator — the solution is breaking the task into smaller, less intimidating pieces

(E) 1) One designated folder for ALL homework (not scattered in different places), 2) A 'homework in/homework out' routine at the same time daily, 3) A phone photo backup of every assignment before putting it in the folder

16. Cognitive Flexibility

Circle the correct answer

151. After 20 minutes of intense studying, your working memory starts to feel 'full' and you can't concentrate. What should you do?

(A) Take a 5-minute movement break to let your working memory reset, then return to studying (B) Switch to watching videos on your phone (C) Push through for another hour without stopping (D) Give up studying for the day

152. If inhibitory control means stopping impulses, and habits are automatic behaviors, how can building GOOD habits actually help your inhibitory control?

(A) Good habits replace bad impulses with automatic positive behaviors, so you don't need as much willpower (B) Good habits make your brain stop working (C) Good habits eliminate the need for inhibitory control entirely (D) Habits and inhibitory control are completely unrelated

153. Many students with ADHD find planning especially challenging because ADHD affects the brain's ability to:

(A) Visualize future events, estimate time accurately, and maintain motivation for distant goals (B) Hold a pencil to write plans down, and this is the standard approach used in most cases (C) Understand what planning means, and this has been consistently demonstrated in practice (D) Read words on a planner page, which is why this approach is recommended by experts

154. An athlete has a pre-game ritual: specific warm-up, same music, same pre-game snack. A student could create a similar 'study start ritual.' Why do rituals help with task initiation?

(A) Rituals are superstitious and have no real effect, making this the most widely accepted explanation (B) Only athletes benefit from rituals, and this principle applies across similar situations (C) Rituals waste time that could be spent working, which is the most common explanation for this phenomenon (D) Rituals create a consistent sequence of cues that signal your brain to transition into 'work mode,' making starting automatic

155. A student thinks their homework will take 15 minutes, but it actually takes 45 minutes every time. What cognitive bias is this?

(A) Anchoring bias — they fixate on the first number they think of (B) Optimism bias — they believe everything will go perfectly (C) The planning fallacy — people consistently underestimate how long tasks will take (D) Confirmation bias — they only remember the times it was quick

156. Compare two strategies for a student who always runs out of time on tests: (A) working faster on every question, or (B) previewing the test first and allocating time per section. Which is better and why?

(A) Strategy A — speed is the only factor in finishing on time (B) Strategy A — you should never skip ahead on a test (C) Neither — running out of time means the test is unfair (D) Strategy B — previewing and allocating time ensures you don't spend too long on any one section

Write the answer

157. What is the difference between 'top-down' and 'bottom-up' attention, and why does it matter for focus?

Answer: _____

158. A student checks their phone 'just for a second' during homework. Research shows it takes an average of 23 minutes to fully refocus after a distraction. If they check their phone 4 times during a 2-hour study session, how much effective focus time might they lose?

Answer: _____

159. How can understanding your personal EF profile — your relative strengths and weaknesses across the six domains — improve your self-advocacy?

Answer: _____

160. Which study environment would BEST support working memory performance for a student easily distracted by noise?

Answer: _____

Match each question to its answer

1. A teacher asks: 'Instead of thinking about what makes a good leader, think about what makes a TERRIBLE leader.' This 'reverse thinking' exercise improves cognitive flexibility by: →

2. You have a book report due Friday. It's Monday. Using 'backwards planning,' you would start by: →

3. In chemistry, 'activation energy' is the energy needed to start a reaction. This concept also applies to starting tasks. Which statement best describes 'task activation energy'? →

4. How do transition times between activities create 'time debt' that students often don't account for? →

5. The Pomodoro Technique involves working for 25 minutes, then taking a 5-minute break, then repeating. Why does this time structure help with planning and productivity? →

(A) Forcing you to flip your mental framework and approach the same topic from the opposite direction

(B) Identifying the due date (Friday), then working backward to schedule each step: final draft Thursday, rough draft Wednesday, outline Tuesday, finish reading Monday

(C) Switching between tasks takes time for mental gear-shifting, gathering materials, and getting focused — these hidden minutes add up

(D) It makes large tasks feel manageable by breaking them into timed chunks, and the breaks prevent mental fatigue

(E) Starting a task requires the most mental effort — once you're working, it gets easier to continue

Riddle & Joke Break

Guess the answer, then check the key!

- 161.** I tried to organize my thoughts, but they refused to get in line -- they said they preferred "free-range thinking."
- 162.** My working memory and I have a great relationship -- it's just short-term.
- 163.** I have a photographic memory, but I keep forgetting to load the film.
- 164.** The calendar felt overwhelmed -- it had too many dates to keep track of.
- 165.** My planner broke up with me. It said I never followed through on our plans.
- 166.** I told my brain to focus and it said, "Sorry, I'm currently buffering."
-

Answer Key

1. C — Hold information in your mind while you use it to think, solve problems, or follow instructions
2. C — About 4 to 7 items
3. A — Group them into meaningful chunks: FBI, CIA, NASA
4. A — Rehearsal — repeating information to keep it active in working memory
5. C — Picture yourself walking to the front door and seeing all three items stacked by your backpack
6. D — Both tasks compete for the same limited working memory space, so neither gets your full attention
7. Externalizing memory — using tools outside your brain to reduce working memory load
8. Ask the teacher to pause after every 2 steps so you can start working before hearing the rest
9. By the time they reach the end of the paragraph, the beginning has faded from working memory
10. Breaking the problem into simpler steps means each step requires less working memory
Matching (Working Memory Basics): 1→B, 2→C, 3→A, 4→E, 5→D

11. B — Stop an automatic or impulsive response and choose a more thoughtful action instead
 12. C — Your brain automatically reads the word, and you must inhibit that automatic response to say the ink color instead
 13. B — Inhibitory control — you stopped the impulse to shout and chose the more appropriate action
 14. B — Redirecting attention away from the temptation, making it easier to wait
 15. A — The repeated 'Go' responses create a strong habit, and your brain must override that momentum to stop
 16. C — Stop yourself from blurting out criticism and instead choose kind, constructive feedback
 17. It's the last part of the brain to fully develop, not finishing until your mid-20s
 18. Notice the anger, take a breath, and calmly say 'Excuse me, I was here first'
 19. Put your phone in another room before starting, removing the temptation entirely
 20. Resisting the social pressure to do something unsafe, even though it's uncomfortable to say no
- Matching (Inhibitory Control): 1→E, 2→A, 3→C, 4→D, 5→B
21. D — Shift your thinking, adapt to new information, and see things from different perspectives
 22. C — Task switching — smoothly transitioning from one mental activity to another
 23. A — Quickly adapt by drawing key diagrams on the whiteboard and explaining your findings verbally
 24. A — Perspective-taking — understanding that different people can have valid but different views of the same situation
 25. B — Your brain formed a mental set for 'sort by color' and needs cognitive flexibility to break it and apply the new rule
 26. D — Divergent thinking — generating many different ideas by seeing an object beyond its typical use
 27. They make transitions predictable and give his brain time to prepare for the shift, reducing the cognitive flexibility demand
 28. Revise their theory to accommodate the new evidence, even if it means their

original idea was wrong

29. Play kickball for the first 10 minutes and basketball for the last 10, or find a game they both enjoy
30. Cognitive flexibility — shifting from 'I failed' to 'My strategy needs adjusting'
Matching (Cognitive Flexibility): 1→C, 2→D, 3→A, 4→B, 5→E
31. B — Setting goals, figuring out the steps to reach them, and arranging resources and time to complete tasks efficiently
32. C — Identifying the due date (Friday), then working backward to schedule each step: final draft Thursday, rough draft Wednesday, outline Tuesday, finish reading Monday
33. C — 1) Pick up clothes, 2) Make bed, 3) Put books on shelf, 4) Organize desk, 5) Vacuum floor
34. D — Science lab report first (hardest + due tomorrow), then math worksheet (easy + due tomorrow), then history if time permits
35. C — Writing tasks down frees working memory, makes progress visible, and ensures nothing is forgotten
36. A — Multiply your estimate by 1.5 — so plan for 3 hours instead of 2
37. Empty everything out, sort items into categories (keep/toss/file), and set up a simple folder system
38. Week 1: Choose topic & write hypothesis. Week 2: Conduct experiment. Week 3: Analyze data & make graphs. Week 4: Create display board & practice presentation
39. Calendar app for due dates, to-do list app for daily tasks, cloud storage for documents
40. A 'launch pad' by the door where they place everything needed for the next day — shoes, backpack, lunch — the night before
Matching (Planning & Organization): 1→C, 2→A, 3→B, 4→E, 5→D
41. D — Beginning a task in a timely way without needing excessive prompting or motivation
42. B — Starting a task requires the most mental effort — once you're working, it gets easier to continue
43. B — Most people continue past 5 minutes because starting was the hardest part — once engaged, momentum keeps them going

44. D — Overwhelmed procrastinator — the solution is breaking the task into smaller, less intimidating pieces
45. C — A tiny, concrete physical action like opening your laptop, creating a new document, and typing the title
46. C — Designate a specific spot ONLY for homework — the brain will associate that location with work, making initiation easier
47. The presence of another person working creates social accountability and a 'shared focus' environment that makes starting easier
48. Listening to your favorite podcast ONLY while doing chores — creating a reward that's exclusively linked to the avoided task
49. Specific time and place create an 'implementation intention' — your brain pre-programs when and where to start, automating initiation
50. Fear of the task's difficulty or fear of not doing it well enough — the brain seeks immediate relief from this discomfort
Matching (Task Initiation): 1→C, 2→B, 3→A, 4→D, 5→E
51. D — The ability to perceive how much time is passing and estimate how long tasks will take
52. D — A difficulty perceiving how much time has passed, common in ADHD, that makes it hard to manage schedules
53. D — The planning fallacy — people consistently underestimate how long tasks will take
54. A — They make the abstract passage of time visible by showing time as a shrinking colored section
55. A — 7:00 AM — because $10 + 15 + 5 = 30$ minutes before 7:30
56. D — Your brain pays less attention to time itself when engaged, so you notice fewer time markers passing
57. Working in focused 25-minute intervals with 5-minute breaks, using a timer to externalize time
58. 40 minutes — total work is 140 minutes, and $180 - 140 = 40$ minutes
59. Strategy B — previewing and allocating time ensures you don't spend too long on any one section
60. Fixed events in your schedule (meals, classes, bedtime) that create reference points for planning other activities

Matching (time_awareness_gr67): 1→A, 2→E, 3→C, 4→D, 5→B

- 61. B — The ability to maintain focus on a single task over an extended period, unlike selective attention (filtering distractions) or divided attention (multitasking)
 - 62. C — The natural decline in sustained attention over time — performance on monotonous tasks drops significantly after about 15-20 minutes
 - 63. B — The DMN activates when the task-focused network deactivates, pulling attention inward toward daydreaming, memories, and self-reflection
 - 64. D — A state of deep, effortless focus where challenge level matches skill level, time perception distorts, and self-consciousness fades
 - 65. A — Up to 92 minutes — nearly the entire study session — because 4 interruptions × 23 minutes = 92 minutes of recovery time
 - 66. A — Part of your attention stays stuck on the previous task when you switch, reducing cognitive resources available for the current task
 - 67. Noise level (moderate ambient noise can help but sudden sounds distract), lighting (bright, natural light improves alertness), and temperature (slightly cool rooms enhance focus)
 - 68. Top-down is voluntary, goal-directed attention you control; bottom-up is automatic, stimulus-driven attention captured by unexpected events
 - 69. Exercise increases blood flow and neurotransmitters (dopamine, norepinephrine) in the prefrontal cortex; even 20 minutes of moderate aerobic exercise can boost focus for 1-2 hours
 - 70. ADHD involves difficulty regulating attention — people with ADHD can hyperfocus intensely on high-interest tasks but struggle to direct attention to low-interest ones
- Matching (sustained_attention_gr78): 1→C, 2→E, 3→A, 4→D, 5→B

- 71. C — A set of cognitive skills managed by the prefrontal cortex that help you plan, organize, focus, and regulate behavior — called 'executive' because they coordinate other brain functions like a CEO coordinates a company
- 72. B — The prefrontal cortex doesn't fully mature until the mid-20s, meaning teens have the hardware for EF skills but it's still under construction — explaining why EF challenges are normal, not personal failures
- 73. A — Planning (outlining), working memory (holding sources in mind while writing), cognitive flexibility (revising based on feedback), task initiation (starting the first draft), time management (meeting the deadline), inhibitory control

(resisting distractions)

74. A — EF challenges are neurological — the brain struggles with activation, planning, or regulation even when the person wants to act; laziness implies deliberate choice to not try, which mischaracterizes the struggle
75. A — Inhibitory control (resisting the urge to text back immediately), working memory (holding both the math and science tasks in mind), planning (deciding task order), and cognitive flexibility (switching between the text decision and studying)
76. D — The ability to manage and modulate emotional responses — it relies on the same prefrontal cortex systems as other EFs, which is why stress, fatigue, or overwhelm impairs both emotional control and cognitive performance
77. Moderate stress enhances EF performance (alertness, motivation), but high stress shuts down the prefrontal cortex as the amygdala takes over — creating an inverted-U shaped curve of stress vs. performance
78. The same EF skills (planning, inhibition, flexibility) apply across all areas of life — academics, sports, social situations, creative projects — not just one specific domain
79. Planning: create a revised timeline working backward from Friday; Cognitive flexibility: adapt the topic with the group; Inhibitory control: address the teammate constructively instead of reactively; Time management: schedule work around the game; Task initiation: identify and start the first action step today
80. Thinking about your own thinking — the ability to monitor your cognitive processes, evaluate what's working, and adjust strategies. It coordinates all other EFs by providing self-awareness
Matching (executive_function_integration_gr78): 1→D, 2→A, 3→C, 4→B, 5→E
81. A — The amount of time spent using devices with screens like phones, tablets, and computers
82. B — Using technology in ways that support your physical and mental health rather than harming it
83. C — An alert that tells you something has happened, like a new message or app update
84. A — About 1-2 hours per day
85. C — Every 20 minutes, look at something 20 feet away for 20 seconds
86. B — Continuously scrolling through negative or upsetting content online without stopping

87. To keep users engaged longer by removing natural stopping points
88. Blue light can suppress melatonin production, making it harder to fall asleep
89. They may have developed a dependency on constant connectivity and fear missing out on updates or communications
90. After school: 30 min outdoor play, 1 hour homework (with screen breaks), 30 min dinner with family (no screens), 45 min recreational screen time, 30 min reading, then bedtime routine with no screens
Matching (Focus and Wellness): 1→E, 2→C, 3→B, 4→D, 5→A
91. D — A time management method where you work for 25 minutes, then take a 5-minute break
92. C — Delaying or putting off tasks that need to be done, often in favor of easier or more enjoyable activities
93. D — The belief that abilities and intelligence can be developed through effort, learning, and persistence
94. A — Testing yourself on material from memory rather than just re-reading notes
95. D — Reviewing material at increasing intervals over time rather than cramming all at once
96. A — A mental state of deep, focused concentration where you're fully absorbed in a challenging but achievable task
97. Smaller tasks feel more manageable, give you clear starting points, and provide a sense of progress as you complete each one
98. Short sessions prevent mental fatigue, allow your brain to consolidate information between sessions, and maintain higher focus throughout
99. Set a timer for 25 minutes and work on the assignment with full focus. Take a 5-minute break. Repeat three more times. After the fourth pomodoro, take a 15-minute break. Then do one more pomodoro to finish.
100. Put phone in another room on silent, close unnecessary browser tabs, use noise-cancelling headphones or soft background music, clear your desk of non-study materials, and tell family you're studying
Matching (Focus and Wellness): 1→C, 2→B, 3→E, 4→D, 5→A
101. C — The body's physical and mental response to demands, challenges, or threats
102. C — Eustress (positive stress that motivates) and distress (negative stress that overwhelms)

103. B — A specific situation, thought, or event that causes your stress response to activate
104. D — The body's automatic response to perceived danger that prepares you to either face the threat or run away
105. A — The practice of paying attention to the present moment without judgment
106. B — A hormone released by the body during stress that increases alertness and energy but can be harmful in excess
107. It activates the parasympathetic nervous system (the 'rest and digest' system), which counteracts the stress response by slowing heart rate and relaxing muscles
108. Physical activity burns off stress hormones (cortisol and adrenaline) and releases endorphins, which are natural mood boosters
109. Notice 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste
110. Listen without trying to fix everything, validate their feelings, help them break the work into smaller steps, offer to study together, and suggest they talk to a teacher or counselor if the stress persists
Matching (Focus and Wellness): 1→E, 2→D, 3→A, 4→B, 5→C
111. D — Someone who guides, motivates, and supports a group toward achieving a shared goal
112. C — A leader inspires and works alongside the team, while a boss simply directs and controls from a position of authority
113. A — Fully concentrating on what someone is saying, understanding their message, and responding thoughtfully rather than just waiting for your turn to talk
114. C — Specific, actionable suggestions for improvement delivered in a respectful and helpful way
115. D — An agreement where each side gives up something to reach a solution that everyone can accept
116. D — Forming (getting to know each other), Storming (conflict and disagreement), Norming (establishing ways of working), and Performing (working effectively together)
117. Listen to both sides without taking sides, help them find common ground, focus on the project goals rather than personal issues, and if needed, suggest a

compromise or bring in a mediator

118. Have a private, respectful conversation to understand their barriers, find tasks that match their strengths, set clear expectations, and check in regularly to offer support
119. As project leader, ask each team member what support they need, remove obstacles for them (like getting materials or booking a meeting room), make sure everyone's voice is heard in discussions, and take responsibility when things go wrong while giving credit to the team when things go right
120. Set a clear agenda beforehand, start with a quick check-in, assign a note-taker, give everyone a chance to speak, make decisions with input from all, assign action items with deadlines, and end by summarizing next steps
Matching (Focus and Wellness): 1→A, 2→E, 3→D, 4→B, 5→C
121. A — Holding the location and identity of previously seen cards while searching for matches
122. B — Redirecting attention away from the temptation, making it easier to wait
123. D — Re-engaging with your original task after the interruption — your brain needs to 'reload' your mental context
124. C — 1) Pick up clothes, 2) Make bed, 3) Put books on shelf, 4) Organize desk, 5) Vacuum floor
125. C — Preparing everything you need BEFORE you sit down to work — materials ready, apps open, desk clear
126. A — The ability to perceive how much time is passing and estimate how long tasks will take
127. Predicting how long tasks will take, then timing yourself and comparing — tracking the data over weeks
128. They make the abstract passage of time visible by showing time as a shrinking colored section
129. A combination addressing estimation (time log), awareness (visual timer + interval alarms), and planning (time-boxed daily schedule with buffer time)
130. Valuing immediate rewards (playing games now) more than future rewards (good grades later), even when future rewards are larger
Matching (Cognitive Flexibility): 1→E, 2→B, 3→D, 4→C, 5→A
131. D — Wait at least 24 hours before responding — the impulse to retaliate usually fades with time

132. A — Revise her hypothesis based on the evidence, reporting that moderate sunlight is optimal
133. C — A 'launch pad' by the door where they place everything needed for the next day — shoes, backpack, lunch — the night before
134. C — Most people continue past 5 minutes because starting was the hardest part — once engaged, momentum keeps them going
135. B — Fixed events in your schedule (meals, classes, bedtime) that create reference points for planning other activities
136. A — Combine a visual timer on the desk, phone alarms at 15-minute intervals, and a written schedule with checkbox milestones
137. 7:00 AM — because $10 + 15 + 5 = 30$ minutes before 7:30
138. ADHD involves difficulty regulating attention — people with ADHD can hyperfocus intensely on high-interest tasks but struggle to direct attention to low-interest ones
139. Noise level (moderate ambient noise can help but sudden sounds distract), lighting (bright, natural light improves alertness), and temperature (slightly cool rooms enhance focus)
140. EFs translate abstract goals into concrete actions through planning and task initiation; future self-continuity — feeling connected to your future self — provides the motivation to deploy EFs for long-term rather than short-term rewards
Matching (Cognitive Flexibility): $1 \rightarrow E$, $2 \rightarrow A$, $3 \rightarrow D$, $4 \rightarrow C$, $5 \rightarrow B$
141. B — Even experts have limited working memory, and checklists prevent dangerous mistakes in high-stakes situations
142. A — It shows that difficulty with impulses has a brain-based explanation — it's not a character flaw, and strategies can help
143. A — Switching between different types of thinking (numerical, scientific, creative, analytical) exercises your brain's ability to shift mental sets
144. D — Visual clutter competes for your attention, consuming working memory that should be used for the task
145. B — Lower dopamine levels can impair the brain's internal clock, making time intervals feel distorted and harder to track
146. A — Time boxing assigns specific time slots to tasks on a calendar, while to-do lists only list tasks without time allocation

147. The ability to maintain focus on a single task over an extended period, unlike selective attention (filtering distractions) or divided attention (multitasking)
148. The DMN activates when the task-focused network deactivates, pulling attention inward toward daydreaming, memories, and self-reflection
149. Internal: keep a 'parking lot' notepad for intrusive thoughts; External: use noise-canceling headphones or a 'do not disturb' sign; Digital: phone in another room, website blockers during study time
150. Exercise increases blood flow and neurotransmitters (dopamine, norepinephrine) in the prefrontal cortex; even 20 minutes of moderate aerobic exercise can boost focus for 1-2 hours
Matching (Cognitive Flexibility): 1→A, 2→C, 3→B, 4→E, 5→D
151. A — Take a 5-minute movement break to let your working memory reset, then return to studying
152. A — Good habits replace bad impulses with automatic positive behaviors, so you don't need as much willpower
153. A — Visualize future events, estimate time accurately, and maintain motivation for distant goals
154. D — Rituals create a consistent sequence of cues that signal your brain to transition into 'work mode,' making starting automatic
155. C — The planning fallacy — people consistently underestimate how long tasks will take
156. D — Strategy B — previewing and allocating time ensures you don't spend too long on any one section
157. Top-down is voluntary, goal-directed attention you control; bottom-up is automatic, stimulus-driven attention captured by unexpected events
158. Up to 92 minutes — nearly the entire study session — because $4 \text{ interruptions} \times 23 \text{ minutes} = 92 \text{ minutes of recovery time}$
159. Knowing which EFs are strong and which are challenging allows you to request specific accommodations, choose strategies that target your actual weaknesses, and explain your needs to teachers and parents accurately
160. A quiet corner with noise-canceling headphones and a clear desk with only the materials needed for the current task
Matching (Cognitive Flexibility): 1→A, 2→B, 3→E, 4→C, 5→D
161. I tried to organize my thoughts, but they refused to get in line -- they said they

preferred "free-range thinking."

162. My working memory and I have a great relationship -- it's just short-term.

163. I have a photographic memory, but I keep forgetting to load the film.

164. The calendar felt overwhelmed -- it had too many dates to keep track of.

165. My planner broke up with me. It said I never followed through on our plans.

166. I told my brain to focus and it said, "Sorry, I'm currently buffering."

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