

Mabry, K. (2017). *Hi, It's Me! I Have ADHD*. United States: Archway Publishing.

Grade Level: Middle School Art

Objective: Students will gain a deeper understanding of the struggles their peers with ADHD face. In addition, they will understand the value in accepting each other's differences. Overall, students will further develop their empathy skills by exploring strengths and differences

Part One: Read the book once – Braided Cords Activity

Objective: Students will gain understanding of the importance of common interests and inclusivity; in turn, this will also show what it feels like to be left out

Lesson Overview: Students will be given a blank notecard and asked to write a response to the question, "What is ADHD?" After all students have written a response, the teacher will collect them and read the answers anonymously. Teacher will then read *Hi, It's Me! I Have ADHD* with the students. *Before Discussion* will begin. Students will then sit in a circle and the braided cords activity will begin. *During Discussion* will take place mid-way through the activity. Once activity is completed, *After Discussion* will wrap up lesson.

Materials: String of multiple colors; electric tape; scissors; notecards; writing utensil

Activity: *Braided Cords* – Braided Cords is designed to show the invisible traits that tie each of us to one another. One person will begin by holding a colored string of their choice and declare a statement about something that defines them (favorite color, family pet, number of siblings, hobby, etc.). Someone else in the circle that shares that interest will raise their hand and be handed the end of their string. Now that person will repeat the process of the first person until everyone in the group is holding two strings. With their strings, everyone will twist them together to make one large, braided cord. Using electrical tape to tape off sections, the teacher

will then cut a cord for each student in the group. Everyone will then have a physical reminder of all the things that connect them.



Cord Example

Discussions:

Before: Students will discuss the responses to intro question, “What is ADHD.” Additionally, students will get in small groups and discuss what it means to be included and understood by their peers. Students and Teacher will go over group discussions.

During: When about half of the students are holding cords, Teacher will ask students “How do you feel knowing that you have connections with your peers you may not have known?” Afterwards, teacher will then follow up with “How does it feel for the rest of us who aren’t holding strings yet?”

After: After students return to desks, teacher will go over the before/during discussions as a large group and ask students to share what they learned from this activity. Emphasis will be put on how they felt during the activities beyond just their combined interests. “Did you expect to have connections with everyone? Were you surprised at all? How did it feel to have no connections?”

Part Two: Energy (Pages 8,14,16) – How long can we sit still?

Objective: Students will gain understanding of how varying levels of energy affect their ability to complete everyday tasks.

Lesson Overview: Students will work two groups for this activity. Teacher will review designated pages from *Hi, It’s Me! I Have ADHD* with the students. *Before Discussion* will begin. Students will then begin the Writing Cue Shift activity. After completing exercise, *During Discussion* will take place. Students will then break out into groups of two and read their exercise to each other. Once groups are completed, *After Discussion* will wrap up lesson.

Materials: Timer

Activity: How long can we sit still? – Students will review pages 8, 14 & 16 of *Hi, It’s Me! I Have ADHD*. Students be randomly placed in two separate groups; all the desks and chairs need to be pushed to the walls so there’s open space in the room. Group one will be told to sit in a circle in the middle of the room and see how long they can sit without fidgeting or moving. Group two will have the same task, however, they will first do 30 jumping jacks and run around Group one twice.

Discussions:

Before: Teacher will discuss with students what makes daily tasks easier or harder. E.g., “Would it be harder or easier to brush your teeth without a toothbrush? Could you run a mile when you first wake up in the morning? Why or why not? Etc.”

During: When all the students are sitting, ask them to discuss if they’re struggling or not with the activity. Have each group talk about what parts make the activity easier.

After: Teacher and students will talk about the effect energy has on completing tasks and how one group couldn’t control the conditions of the other.

Part Three: Racing Thoughts (Pages 6, 9) – Writing Cue Shift

Objective: Students will gain understanding of how thought jumps can make it difficult to maintain linear conversations.

Lesson Overview: Students will work individually and in small groups for this activity. Teacher will review designated pages from *Hi, It’s Me! I Have ADHD* with the students. *Before Discussion* will begin. Students will then begin the Writing Cue Shift activity. After completing exercise, *During Discussion* will take place. Students will then break out into groups of two and read their exercise to each other. Once groups are completed, *After Discussion* will wrap up lesson.

Materials: Paper; writing utensil

Activity: *Writing Cue Shift* – Writing Cue Shift is designed to help students understand how racing and jumping thoughts can make it difficult to maintain/retain linear conversations. Students will review pages 6 & 9 of *Hi, It’s Me! I Have ADHD*. Teacher will then explain that everyone will be writing stories based off the prompt stated. However, whenever the teacher states a new topic, the students must stop writing their first story and immediately start writing their new story in the same paragraph/sentence (wherever they were when the topic switched). The goal is to not let any of the students stop writing during the exercise. It’s meant to be fast paced. There is no designated amount of time between topic shifts, it could be anywhere from 15 seconds to a whole minute. Once the teacher has stated more than 5 prompt topics, students will stop writing their stories. After everyone stops writing, they will pair up into groups of two and share their stories with their partner.

Examples of topics: “Write about ... walking your dog, when is the last time you saw your best friend, when did you go to bed last night, what food do you want to have for dinner, are you completing your homework, your favorite band, what you do in your leisure time, going to the mall, etc.” It could be about literally anything.

Discussions:

Before: Students and teacher will discuss if they’ve ever had a new thought in the middle of someone talking. Teacher will give the example of thinking of a question in the middle of lecture. Discussion will continue with asking if it was easier or harder to pay attention when you’re trying to remember your question.

During: Students and teacher will discuss activity and how they *felt* throughout. Expecting students to express things like “forgot what the prompt was first, I was frustrated, etc.)

After: Students and teacher will discuss overall how the activity showed them the emotions/obstacles of linear conversations. Continuing students will talk about their stories and if it was easy/difficult to understand the story as a whole.

Part Four: Distraction/Loss of Interest (Pages 10, 18) – Chica-Chica and Movie

Objective: Students will gain understanding of how distraction/loss of interest goes beyond not wanting to do something, but rather a condition of not being able to concentrate or focus on uninteresting topics.

Lesson Overview: Students will work individually and in small groups for this activity. Teacher will review designated pages from *Hi, It's Me! I Have ADHD* with the students. *Before Discussion* will begin. Students will then begin the Chica-Chica and Movie activity. In the middle of the exercise, *During Discussion* will take place. Students will then break out into groups of 3-4 and discuss the struggles observations of the exercise. Once groups are completed, *After Discussion* will wrap up lesson.

Materials: Copy of *Chicka-Chicka Boom-Boom*; youtube link from *Into the Spiderverse*;

Activity: *Lecture and Movie* – Students will review pages 10 & 18 of *Hi, It's Me! I Have ADHD*. Teacher will play a 3–5-minute scene from *Into the Spiderverse*. While the scene is playing, teacher will read *Chicka-Chicka Boom-Boom* while the movie clip is playing. Students will not be told which they should be paying attention to, it is entirely up to them which they give their attention to. While the exercise is going on, teacher will ask a couple of students questions about whatever activity they are not paying attention to. Afterward, the teacher will ask each student a question from either the clip or the book. Expectedly, they won't be able to answer all the questions because they can't pay attention to two things at once. Students will get into small groups of 3-4 to talk about what the experience. When group returns, they will wrap up activity with an overall discussion.

Discussions:

Before: Teacher will lead group discussion on the students' experiences with getting distracted; they will all recount specific instances that this has happened and how often it happens.

After: Students will break out into groups of 3-4 and talk about the difficulty of answering questions that couldn't have known the answer to. Big group will come back together and talk about how this affects the day to day, as well as the struggles it presents.

Part Five: Emotions (Pages 5, 7, 11, 13, 15) – Distorted Sentences

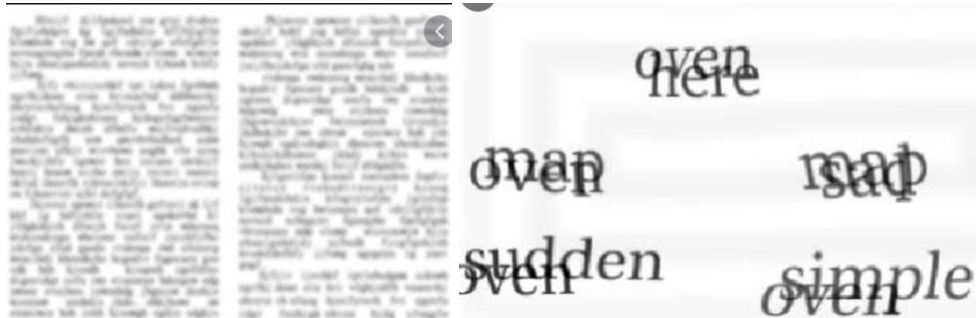
Objective: Students will gain understanding of how uncontrollable emotions can make it difficult to do everyday tasks (such as schoolwork); additionally, they will also understand how these emotions aren't a choice. The distorted words will emulate how struggles come when they can't "see" clearly.

Lesson Overview: Students will work in small groups for this activity. Teacher will review designated pages from *Hi, It's Me! I Have ADHD* with the students. *Before Discussion* will

begin. Students will then break out into groups of 3-4 and begin the Distorted Sentences activity. *During Discussion* will take place mid-way through the activity. Once activity is completed, *After Discussion* will wrap up lesson.

Materials: cut outs of distorted/blurred words; teacher rubric key; cut outs of the undistorted words.

Examples of distortions



Activity: *Distorted Sentences* – Students will review pages 5, 7, 11, 13 & 15 of *Hi, It's Me! I Have ADHD*. Teacher will break students into small groups and tell them to arrange the sentence using the distorted words. Each group will have 2 minutes to complete the sentence. If a group finishes before the two minutes, the teacher will go check their answer and tell them yes or no. Odds are, none of the groups will get the distorted sentence right. After the two minutes is up, the students will attempt to read their sentence out loud. Finally, teacher will show the proper arrangement of the distorted words and then give them the regular cards to arrange.

Discussions:

Before: Teacher and students will discuss big emotions, the emotions that aren't just happy or sad but the ones beyond that. Group will discuss how this affected them to think clearly or make rational choices.

During: Halfway through the activity, teacher will ask groups how they feel about the activity. Is it easy or difficult? How do they feel?

After: Afterward, teacher will ask the students how they felt with the distorted sentence v the regular sentence. Teacher and students will cover how when they have big emotions, or not, it can affect how they complete their everyday tasks. Will talk about how uncontrollable circumstances can make life harder.