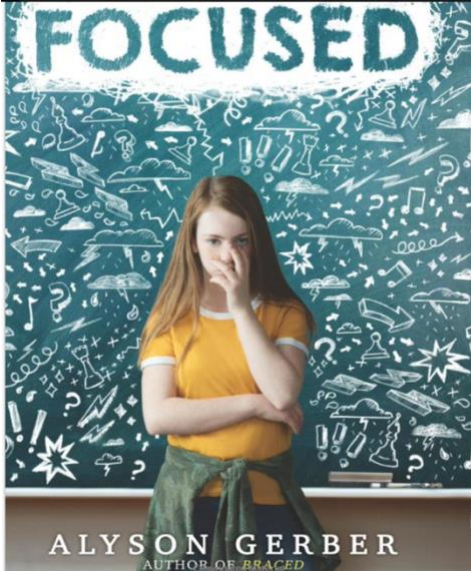


Lesson Plan: *Focused* & ADHD
Grade Level: 8 English Language Arts

<u>Disability:</u>	Attention Deficit Hyperactive Disorder
<u>Literature:</u>	Gerber, A. (2019). <i>Focused</i> . Scholastic Library Publishing. 
<u>Grade Level:</u>	8 th Grade English Language Arts
<u>Lesson Plan Overview:</u>	Lesson One: I Know Someone With ADHD Lesson Two: ADHD In School Lesson Three: We're Different, and That's Okay Lesson Four: Inclusion is Compassion
<u>Book Overview:</u>	Clea is a 7 th grade student who doesn't understand why she can't get her homework done on time or why she is easily distracted and frequently fails her tests. She also often blurts out things that she doesn't mean or ruins games of chess with her peers. The book offers a first-person perspective of what a person's life might look like living with ADHD. This book is effective for YA students with ADHD because her signs of ADHD are realistic: little things distract her, she has impulse control issues, and she has poor time management skills. She is very self-aware, and students in the classroom can identify with Clea and find hope and understanding in an ADHD diagnosis.

Objectives:

- Students will be able to **learn** and **recognize** common and uncommon symptoms of ADHD and how they affect a student's learning in the classroom.
- Students will be able to **understand** through close reading of a text a character's thoughts, feelings, and actions.
- Students will **learn** how to be more inclusive in the classroom, **recognize** that differences make us unique and apply that knowledge to personal classroom experience.

Overview:

- Analyzing ADHD, what it is, how it affects students differently, and that we all know someone with ADHD.
- Recognizing Clea's ADHD symptoms and how it ties to her emotional well-being.
- Understanding inclusion and how it can be implemented in a classroom to make sure it is a positive learning environment for all students.

Materials:

- *Inclusion* book
- Pen/Pencil
- What is ADHD? Handout (30 copies)
- Composition Books
- White computer paper
- Crayons
- Colored Pencils

Lesson Procedures:

Lesson 1: I Know Someone With ADHD

Focused Ch. 1-4

- Before class, students will read chapters 1-4 of *Focused* so that they can come to class with an understanding of what ADHD might look like in a student, friend, family member, or even themselves.
- Upon arrival to class, students will be asked, "What is ADHD?" Answers will be given by students and written on the white board in bullet format.
- Students will be handed a brochure titled "What is ADHD?" which will contain information about what the definition of ADHD, the two types of ADHD, what some common and not so common symptoms of ADHD are, statistics on how many school-aged children are diagnosed with ADHD a year, and myths and misconceptions of ADHD. Answers from the brochure will be compared to answers students gave to the main question asked at the beginning of the class.
- Then, students will be asked to write down some of the characteristics in their composition journals of ADHD that they can recognize in Clea, the protagonist in *Focused*. At the end of the class period, students will be given a strip of paper with the question, "How does Clea's ADHD affect her performance in school, and how do you think that makes her feel?" The students should come to class the next lesson prepared to answer the question after reading chapters 5-8 in the book for homework.

Lesson 2: ADHD in School

Focused Ch. 5-8

- For this lesson, students will have read chapters 5-8 in *Focused* and should come prepared to answer the question, "How does Clea's ADHD affect her performance in school, and how do you think that makes her feel?".
- Students will get into groups of 3-4 students and discuss with each other the ways that Clea's ADHD impacts how she performs in school. As a collective group, students will list 3 ways in which Clea struggles in school. Then, students will discuss how Clea's

“pitfalls” in school affect her emotionally. Students will be given additional questions to consider: Do you think Clea feels guilty frequently? Why? How might Clea’s confidence be affected by how her teachers and friends interact with her? Students will record answers in their composition journals.

- Then, students will choose an ADHD symptom or characteristic listed on the “What is ADHD?” handout that they feel they might possess or have seen in a family member or friend. The students will be given crayons, pencils, colored pencils, and white computer paper to draw without words what that symptom or characteristic might look like visually. The drawing can be abstract or tell a story and the students should not put their names on the drawings.
- After the drawings are complete, they will be collected by the teacher at the end of class to be hung up on the “inclusion” board. Students will be instructed to read chapters 9-13 of the book before the next lesson, which will be focused on different learning styles and perspectives of students with ADHD and students without. Students will be asked to think of what Clea’s strengths might be in school and in her personal life as they are reading the assigned chapters.

Lesson 3: We’re Different and That’s Okay

Focused Ch. 9-13

- This lesson is focused on diversity in the classroom and relating to peers despite having differences in learning style personality, and strengths.
- For this activity, the classroom desks will be re-organized to form a “U” before students enter the class so that they can see each other.
- Students will be handed a strip of paper with a peer’s name on it. Then, they will be instructed to write a strength or positive quality they have seen or experienced from that person. The trait can be as simple as, “_____ has nice handwriting” to “_____ helped me feel better when I was having a bad day.”
- After students have completed the activity, the slips of paper will be collected. Students will be given the option to allow the instructor to share with the class the positive quality that has been written about them on the whiteboard with a name, or to write that quality on the board without a name. Regardless of student choice, they will be able to see that others see the positive qualities in them, and that everyone has different positive qualities than their peers.
- Then, students will write an in-class 300-500 word essay about what they think Clea’s positive qualities are in *Focused*, and how her peers, friends, and family members help her to recognize her strengths despite her confidence issues. If students do not finish the essay during class, they are permitted to bring it home to complete, to be turned in the following Monday. Students will be instructed to read the final four chapters of the book at home.

Lesson 4: Inclusion is Compassion

Focused Ch. 14-17

- Upon entering class for the lesson, the YouTube video titled “Character Education: Compassion,” which highlights what it means to be compassionate and ways in which a person can show compassion. The video can be found using this link.

<https://www.youtube.com/watch?v=9yIsG5zx6Mo>

- After students watch the video, they will be instructed to get into groups of 4. Students will be given a scenario on a strip of paper of something happening in a classroom setting in which they must exercise compassion and inclusion. The students will talk about how they would respond to the scenario as a group, the students will act out the scenario together, and then they will act out their particular scenario in front of the class. Each group will have a different scenario to present to the class.
- After every group has presented their scenario and has role-played how they think it should be handled in a classroom setting, students will be asked the question, “How were Clea’s family members, friends, and peers compassionate toward her in the book?” Students will share their thoughts in short classroom discussion.
- Then, students will be asked “Why do you think classroom inclusion and compassion are important?” Students will participate in a short classroom discussion, and their answers will be written on the board.
- Then, students will be given white computer paper, colored pencils, crayons, and pencils and will be instructed to draw what they imagine receiving or giving compassion might feel like. Similar to lesson 2, the drawings may be abstract or tell a story, but no words are to be used in the drawing.
- They will be collected and put up on the “Inclusion” board to compare to the other drawings the students have created. The goal is for the students to be able to visualize the difference between the anxiety and stress a student may feel when struggling with ADHD in school compared to the comfort and peace a person might feel upon giving or receiving compassion because of a learning difference.