



CENTRE FOR ADHD AWARENESS, CANADA
CSTC - Centre de sensibilisation au TDAH Canada

A PARENTS' GUIDE

ME AND MY ADHD: A SERIES OF
ANIMATED VIDEOS TO HELP CHILDREN
UNDERSTAND ADHD



TABLE OF CONTENTS

Introduction	3
PART ONE: Me and My ADHD	4
PART TWO: When My ADHD Get me into Trouble	8
PART THREE: A Look at ADHD and School Work, Executive Functioning, Treatment Options and Anxiety	12
Online Resources to Help Children Understand ADHD.....	16

Introduction

This three-part video series was developed to teach children with ADHD, their siblings, friends, peers and children in general about ADHD. The videos feature Sam, a nine-year old with ADHD, exploring what it means to have ADHD. The interaction between child characters allows for the use of child friendly language when explaining ADHD medical terminology. Sam as well as his older sister and their father, all who have ADHD, share their feelings, insights, experiences, worries and daily frustrations around ADHD throughout the three videos. This enables children with ADHD to relate to Sam and his older sister Sally, who present their ADHD in very different ways. It creates an opportunity for children without ADHD to understand the challenges children with ADHD face and empathise. In addition, the videos build awareness about disabilities in general and that some impairments are not easily seen.

Video 1- That's Me, I Have ADHD! – What it's like to have ADHD

Video one features Sam, who has just attended an education program on ADHD with his dad explain ADHD to his best friend Tommy. He explains what ADHD is, shares what it's like to have ADHD and how he feels about it.

Video 2- When My ADHD Gets Me into Trouble – Why ADHD can sometimes make it difficult to do the right thing

Video two shares Sam's difficulties with regulating his behaviour, expressing his strong emotions and picking up on social cues, all common ADHD issues. While Sam and his father discuss why this is happening to Sam, they come up with a plan to teach others at school about ADHD and help Sam with his impairments.

Video 3- My ADHD at School – A look at ADHD and school work, executive functioning, treatment options and anxiety

Video three features Sam's older sister Sally helping Sam understand their common issues with school work, attention regulation and executive functioning impairments. Sally shares how her ADHD symptoms are alike yet differ from Sam's. The two siblings also discuss ADHD treatment options and school accommodations and strategies.

PART ONE: Me and My ADHD

Pre-Watching Directions for Parents

Sit and watch the video with your child or children. You may want to watch the entire video first and then watch it again stopping at the suggested time, or do this in reverse order, depending on your child(ren's) preference. Review the questions and notes below prior to watching the video with your child.

The questions below are divided into two age groups, however they are just a guide. Please choose the individual questions you think best suit your child.

Use the questions below to prompt discussions with your child. Change the language to suit the age and interests of your child. The questions have been developed for a child with ADHD. If the child watching does not have ADHD but has a friend or sibling with ADHD alter the language to suit the situation, or access the Teacher's guide.

Additional notes for parents are in Italics.

Things to share with your child before watching the video

Ages 5 to 8	Ages 9 to 12
This is a video about Sam. He is telling his friend Tommy about ADHD and what it's like to have ADHD.	In this video Sam, who has just learned a great deal about his ADHD, is explaining what ADHD is to his best friend Tommy.
Sam shares what he has trouble doing, what he is good at and what he thinks about his ADHD.	You will learn about the things Sam has trouble doing, what he does well and what he thinks about his ADHD. While you watch the video think about the ways that Sam and Tommy are different and how they are the same.

Watch up to 2:14 minutes and use questions below to initiate a discussion

Ages 5 to 8	Ages 9 to 12
<p>Can you see Sam’s Attention Deficit Hyperactivity Disorder (ADHD)?</p> <p>Can you see your ADHD?</p> <p>Is ADHD real if you can’t see it?</p> <p><i>This will allow for a discussion on why other kids and even adults might not think that ADHD is real. It will also provide you with an opportunity to arm your child with some advocacy language skills to use when ADHD and their accommodations are questioned. For example, “Wow you need to find out the real facts on ADHD. I can help you out with that.”</i></p> <p>https://caddac.ca/understanding-adhd/in-general/facts-stats-myths/</p> <p>What does Sam’s brain have a hard time doing? Do you have a hard time with some of the same things?</p> <p>Do you think that everyone’s brain has a hard time doing those things sometimes? What makes it different for Sam and you?</p> <p><i>Explain that everyone’s brain has difficulty paying attention or switching attention sometimes, but not most of the time, like Sam. You may wish to discuss examples of when your child has difficulty paying or switching their attention.</i></p>	<p>Can you see Sam’s Attention Deficit Hyperactivity Disorder (ADHD)? Why not?</p> <p>Can people see your ADHD?</p> <p>If you think they can see your ADHD, what do you think they see?</p> <p>Is this why some people think ADHD might not be real?</p> <p><i>See parent note on the left.</i></p> <p><i>Use the questions below to start a discussion on visible and invisible disabilities, or if preferred, skip the next 2 questions and refer to the note on using the term neurodiversity below. Using both terms is also acceptable.</i></p> <p>What is a disorder? What other types of disorders are we able to see?</p> <p>Are there other disorders that can’t be seen? What are they?</p> <p>What does Sam have difficulty doing? How do you think he feels about that?</p> <p>Do you have trouble paying attention sometimes? What happens when you have trouble paying attention?</p> <p>What does Sam’s brain like to pay attention to?</p> <p>Do you think that everyone’s brain has a hard time paying attention sometimes? What makes it different for Sam and you?</p> <p><i>See parent note on the left.</i></p>

Watch 2:14 to 4:52 minutes and use questions below to initiate a discussion

Ages 5 to 8	Ages 9 to 12
<p>Who else in Sam’s family has ADHD?</p> <p>What other things does Sam have trouble doing?</p> <p>Are any of those things tough for you?</p> <p>Are all kids with ADHD the same? Do they all move around too much? Do you?</p> <p>What happens when Sam doesn’t stop and think before doing something?</p> <p>Do you ever do things before stopping and thinking first? What happens when you do that?</p> <p><i>Explain that everyone is impulsive once in a while (they don’t stop and think before doing something) even if they <u>don’t</u> have ADHD. But Sam is impulsive most of the time.</i></p>	<p>Who else in Sam’s family has ADHD?</p> <p>How did Sam get ADHD? How do you think that you got ADHD?</p> <p><i>This allows for a discussion on heredity should you choose to discuss this topic.</i></p> <p>What are the things that Sam has difficulty doing and remembering? Which of those things are difficult for you?</p> <p>Are all children with ADHD the same? How are they the same? How are they different? What do they <u>all</u> have trouble doing?</p> <p><i>See parent note on the left.</i></p> <p>Can you remember a time when you were impulsive? What happened?</p>

Watch 4:52 to 7:05 minutes and use questions below to initiate a discussion

Ages 5 to 8	Ages 9 to 12
<p>What did the principal tell Sam to do after he pushed Melissa? Why did he have to do that if he has ADHD?</p> <p><i>This allows for a discussion on why ADHD is not an “excuse” but can certainly be the reason why some things are more difficult for those with ADHD and why additional supports are necessary.</i></p> <p>What is easy to do for Tommy but tough for Sam?</p> <p>What easy for Sam but tough for Tommy?</p>	<p>Does Sam get a pass if he does something he is not supposed to do because his ADHD makes it more difficult for him. Why not? Do you?</p> <p><i>See parent note on the left.</i></p> <p>How are Tommy and Sam’s brains different? What are the things that they each do well and what are the things they find difficult?</p> <p>What are the things that are tough for you?</p> <p>Is it OK that people’s brains are different?</p>

<p>What are the things that are tough for you to do?</p> <p>Is it OK that people's brains are different? (See neurodiversity on the right)</p> <p>Everyone forgets what they are doing sometimes? Do you?</p> <p>What kind of things distract you and make you forget what you are supposed to do?</p>	<p><i>This will open the door to discuss neurodiversity.</i></p> <p>What does it mean to be distracted? What kinds of things distract you? Do you remember a time when this caused a problem for you?</p> <p>Why is Sam always late for things? Do you lose track of time too?</p>
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Watch 7:05 minutes to the end use questions below to initiate a discussion

Ages 5 to 8	Ages 9 to 12
<p>Does Sam think that ADHD is a bad thing? Does his dad?</p> <p>Do you think that your ADHD is a good or bad thing? Are there some good things about ADHD?</p> <p>What does Sam's dad remember about being a kid?</p> <p><i>Explain that we are all different. We all have things that we are good at and things that we are not so good at.</i></p> <p>What things are you good at? What things are you not so good at?</p> <p>Is it bad to be different?</p> <p><i>These questions may be followed with a discussion on how your child feels about their ADHD as well as a discussion on the diversity of people's strengths and weaknesses. Your child may not be good at regulating their attention, or staying still, but they do have other strengths. Help your child list their strengths.</i></p>	<p>Do Sam and his dad think that ADHD is a bad thing to have? Why not?</p> <p>Do you think that it is a bad thing to have ADHD? Why? Are there some good things about ADHD?</p> <p>What happened to Sam's dad when he has a kid? What do <u>you</u> think about what happened to him?</p> <p>Are we all good at the same things? Can you think of an example of this?</p> <p><i>See parent note on the left.</i></p> <p>What about you? What things are you good at and what things are you not so good at? Is it bad to have a different type of brain? Why or why not?</p> <p><i>See parent note on the left.</i></p>

PART TWO: When My ADHD Get me into Trouble – Why ADHD Can Sometimes Make It Difficult to do the Right Thing

Pre-Watching Directions for Parents

Sit and watch the video with your child or children. You may want to watch the entire video first and then watch it again stopping at the suggested time, or do this in reverse order, depending on your child(ren’s) preference. Review the questions and notes below prior to watching the video with your child.

The discussion questions below are divided into two age groups, however they are just a guide. Please choose the group of questions you think best suited to your child.

Use the questions below to prompt discussions. Change the language to suit the age and interests of your child. The questions have been developed for a child with ADHD. If the child watching does not have ADHD, but has a friend or sibling with ADHD alter the language to suit the situation, or access the Teacher’s guide.

Additional notes for parents are in Italics.

Things to share with your child before watching the video.

Ages 5 to 8	Ages 9 to 12
This is a video about Sam. He is telling his father about why his best friend Tommy is angry with him.	In this video Sam, who is very upset because his best friend Tommy is angry with him, talks to his dad about his problems dealing with frustration and impulsivity.
Sam shares the difficulty that he has with becoming frustrated and acting before he has time to calm down.	Sam and his dad discuss why Sam has these problems and what they are going to do to help Sam at home and school.
Sam and his dad find ways to help Tommy and the other kids at school understand why Sam has a hard time with some things.	While you watch the video think about how Sam is feeling.

Watch up to 2:19 minutes and use questions below to initiate a discussion.

Ages 5 to 8	Ages 9 to 12
Why is Sam upset? What happened at school? What did Tommy say to him?	What is Sam upset about?
What happens sometimes when other kids are talking to Sam? What does the way Sam’s brain	Why kind of things does Sam’s brain cause him to do that the other kids don’t like?

<p>work have to do with this?</p> <p>What are the other kids doing now?</p> <p>See parent note on the right.</p>	<p>What do you think about what the other kids at school are doing?</p> <p>What do you think might help the situation?</p> <p>This can lead to a discussion on individual differences and trying to understand other's areas of difficulty.</p>
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Watch 2:19 to 4:20 minutes and use questions below to initiate a discussion.

Ages 5 to 8	Ages 9 to 12
<p>Why does Sam say that he is kind of weird sometimes?</p> <p>Continue the discussion on individual differences and what may seem "weird" to some may actually be due to a disability or area of difficulty.</p> <p>When does Sam get frustrated? Do you get frustrated, when?</p> <p>What happened when Sam was frustrated?</p> <p>What does Sam mean when he talks about that impulse thing? Are you impulsive too?</p> <p>Use this as an opportunity to discuss any issues your child may have with regulating their emotions and impulsivity. What consequences occur when this happens?</p> <p>Can Dr. Murray take Sam's ADHD away? Does Sam's dad want his ADHD taken away? Why not?</p> <p>See parent note on the right.</p>	<p>Why does Sam think he is weird?</p> <p>See parent note on the right.</p> <p>When does Sam get frustrated? When do you get frustrated?</p> <p>What kinds of things does Sam do when he gets frustrated? Do these get him into trouble?</p> <p>What does it mean to be impulsive? Can you think of an example of when you or someone else was impulsive? Did it cause a problem?</p> <p>See parent note on the left.</p> <p>Can Dr. Murray take Sam's ADHD away?</p> <p>Does Sam's dad want his ADHD taken away? Why not?</p> <p>Your child may express the same feeling of wanting their ADHD to go away, but point out that like Sam ADHD is a part of them.</p>

Watch 4:21 to 5:47 minutes and use questions below to initiate a discussion.

Ages 5 to 8	Ages 9 to 12
<p>What kinds of signals do people send to each other?</p> <p>Are people with ADHD good at understanding these signals?</p> <p>Is Sam able to understand these signals? Are you?</p> <p>What did Sam miss that his teacher was trying to tell him when she was stares at him.</p> <p><i>Chat about what social signals are and how they are used, giving them some additional concrete examples.</i></p>	<p>What are the signals that people send each other that Sam’s dad is talking about?</p> <p>Is Sam able to pick up on these signals, are you?</p> <p>What does Sam miss because he can’t read these signals? How might that get him into trouble.</p> <p>Do you think you have ever gotten into trouble for missing these signals?</p> <p>What do you think can be done to help Sam with this problem?</p> <p><i>See parent note on the left.</i></p>

Watch 5:47 Minutes to the end and use questions below to initiate a discussion

Ages 5 to 8	Ages 9 to 12
<p>Why does Sam not want Dr. Murray to come to his school and talk to the other kids?</p> <p>Does Sam think Tommy or Samantha are losers? Why not?</p> <p>Is Sam a loser? Why not?</p> <p><i>See parent note on the right.</i></p> <p>What is the school going to do to help Sam?</p> <p><i>Discuss the things the school is going to put in place for Sam and chat about whether these things might also be helpful for them.</i></p> <p>What is the special signal that Sam and Tommy have when Sam is not paying attention?</p>	<p>Why is Sam worried about Dr. Murray coming to his school and talking to the other kids?</p> <p>Does Sam think Tommy or Samantha are losers? Why not?</p> <p>Is Sam a loser? Why not? Do you ever think of yourself that way? Why is it wrong to think of kids who are different as losers?</p> <p><i>This offers you an opportunity to discuss how your child sees themselves and others who may have disabilities or weaknesses.</i></p> <p>What is the school going to do to help Sam?</p> <p><i>See parent note on the left.</i></p> <p>What is the special signal that Sam and Tommy have when Sam is not paying attention?</p>

Would it be OK for other kids to hit Sam in the arm if he is not paying attention?

Would it be OK for other kids to hit Sam in the arm if he is not paying attention?

PART THREE: A Look at ADHD and School Work, Executive Functioning, Treatment Options and Anxiety

Pre-Watching Directions for Parents

Sit and watch the video with your child or children. You may want to watch the entire video first and then watch it again stopping at the suggested time, or do this in reverse order, depending on your child(ren's) preference. Review the questions and notes below prior to watching the video with your child.

The discussion questions below are divided into two age groups, however they are just a guide. Please choose the group of questions you think best suited to your child.

Use the questions below to start a discussion. Change the language to suit the age and interests of your child. The questions have been developed for a child with ADHD. If the child watching does not have ADHD, but has a friend or sibling with ADHD alter the language to suit the situation, or access the Teacher's guide.

Additional notes for teachers are in Italics.

Things to share with your child before watching the video.

Ages 5 to 8	Ages 9 to 12
<p>This video features Sam and his sister Sally discussing their difficulties with school work.</p> <p>Sally helps Sam understand the things she has a trouble doing and what she has done to make things easier.</p> <p>They also talk about how ADHD can look different in different children and many different things that can be done to help them.</p>	<p>This video features Sam and his sister Sally discussing difficulties they have with school work and understanding instructions.</p> <p>Sally explains the difficulty she has with attention, executive functioning and anxiety and the talks about the people who have helped her get better at handling these issues.</p> <p>Sam and Sally also discuss different ways ADHD can present in different children and a variety of treatment options and many things that can be helpful.</p>

Watch up to 2:15 minutes and use questions below to initiate a discussion.

Ages 5 to 8	Ages 9 to 12
<p>Why is Sam so frustrated? Does he know what he needs to do?</p> <p>Has this ever happened to you?</p> <p>How does Sally describe what school work used to feel like? What did she do about it in the past that Sam just did?</p>	<p>Why is Sam so frustrated? Why do you think he doesn't know what to do?</p> <p>Has this ever happened to you?</p> <p>How does Sally remember the problems she used to have? What did she used to do about it? Did it help? Have you ever done that?</p>

<p>Have you ever put off your school work? What happened when you did?</p> <p>What did Sally need help with and who helped her?</p> <p>See parent note on the right.</p>	<p>What did Sally need to do to change things? Was she able to do it on her own? Was it easy?</p> <p>What does Mr. Jenkins help her with? Do you remember what it is called?</p> <p>This can open a discussion on learning strengths and weaknesses in things like understanding instructions and starting their work.</p>
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Watch 2:15 to 4:51 minutes and use questions below to initiate a discussion.

Ages 5 to 8	Ages 9 to 12
<p>What are some of the things that brains help us do that children with ADHD have trouble with?</p> <p>Does your brain have trouble with any of those things?</p> <p>What sorts of things does Sam’s mom do to help organize everyone and help them remember things?</p> <p>Would any of those things help you remember things?</p> <p>Why does Sally still need to see Mr. Jenkins?</p> <p>What else did Mr. Jenkins teach Sally to do?</p> <p>See parent note on the right.</p> <p>What did Sally ask people to do when she spoke up (advocated) for herself?</p> <p>Ask if they can think of any examples of people advocating for themselves.</p>	<p>Can you list some of the things the Brain’s Executive Functioning helps someone do? Does your brain have trouble with any of those things?</p> <p>What kinds of things does Sam and Sally’s mom help them do? How does she do this? Would you find this helpful?</p> <p>If their mom can help to organize them and keep them on time why does Sally still need to see Mr. Jenkins?</p> <p>What else did Mr. Jenkins teach Sally to do?</p> <p>This can open a discussion on strategies that can be used to help with organization and getting things done on time.</p> <p>What does it mean to advocate for yourself or someone else? How did Sally advocate for herself?</p> <p>Do you think that Sam would be able to advocate for himself?</p> <p>See parent note on the left.</p>

Watch 4:51 to 7:30 minutes and use questions below to initiate a discussion.

Ages 5 to 8	Ages 9 to 12
<p>What kinds of things does Sally have a hard time doing? Is it easier for her then it is for Sam?</p>	<p>What kinds of things does Sally have a hard time with? Who do you think has an easier time with their ADHD, Sam or Sally?</p>
<p>What about your ADHD, is it more like Sam's or Sally's?</p>	<p>What about your ADHD, is it more like Sam's or Sally's?</p>
<p><i>If you have more than one family member with ADHD you may wish to discuss how each member presents their ADHD.</i></p>	<p><i>See parent note in the left.</i></p>
<p>What did Dr. Murphy help Sally do?</p>	<p>What did Dr. Murphy help Sally do? Why did Sally need help with this?</p>
<p>What did Dr. Lee tell Sally that surprised her but made her feel better? Does it surprise you?</p>	<p>What did Dr. Lee tell Sally that surprised her but made her feel better? Does it surprise you? How does it make you feel?</p>
<p>What does Sally tell Sam about the pills that she takes? Does it make him less worried about seeing Dr. Lee?</p>	<p>What does Sally tell Sam about the medication that she takes? What does it help her to do?</p>
<p><i>If you child is going to see a medical professional in the future you may wish to use this opportunity to discuss any questions or concerns they may have. Ask if they know why they are going to see this medical professional.</i></p>	<p>Does Sam feel better after talking to Sally? Why was he worried?</p>
	<p><i>See parent note on the left.</i></p>

Watch 7:30 Minutes to the end and use questions below to initiate a discussion

Ages 5 to 8	Ages 9 to 12
How does Sally help Sam with his book report? What is the first thing Sally asks to see?	How does Sally help Sam with his book report? What is the first thing Sally asks to see?
Why does Sally suggest getting a red folder for Sam's assignments? What did the piece of paper that Sam's assignment was on look like?	Why does Sally suggest getting a red folder for Sam's assignments? How would this help Sam to be more organized?
How does Sally help Sam understand what he needs to do?	How does Sally help Sam understand what he needs to do? How does she break his assignment into smaller pieces? Would this help you when you are struggling to understand your school assignments?
Is Sam smart? If he is smart, why does he have trouble doing his school work sometimes?	Is Sam smart? If he is smart, why does he have trouble doing his school work sometimes?
Are you smart? Do you struggle with school work sometimes?	Is Sam smart? If he is smart, why does he have trouble doing his school work sometimes?
<i>This can give you an opportunity to discuss their school work and where they struggle. You can use EF Chart and the Elementary Chart to help guide your discussion on struggles and possible school interventions.</i>	What about you, are you smart? Do you struggle with school work sometimes? <i>See parent note on the left.</i>

Online Resources to Help Children Understand ADHD

CADDAC Three-part Animated Video Series, “Me and My ADHD” -

<https://caddac.ca/adhd-childrens-animation-videos/>

CADDRA - <https://www.caddra.ca/public-information/children/>

CDC Kid’s Quest ADHD - <https://www.cdc.gov/ncbddd/kids/adhd.html>

Kid’s Health ADHD - <https://kidshealth.org/en/kids/adhdkid.html>

Fin, Fur and Feather Bureau of Investigation - <http://www.fffbi.com/info/academy.html>

