



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

# A TEACHERS' GUIDE

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



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## 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 schoolwork, executive functioning, treatment options and anxiety**

Video three features Sam's older sister, Sally, helping Sam understand their common issues with schoolwork, 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.

## VIDEO ONE: Me and My ADHD

### **Pre-Watching Directions for Teachers**

Have the class watch the entire video first and then have them watch it again stopping at the suggested times, or do this in reverse order, depending on your preference. Review the questions and notes below prior to watching the video with your class.

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

Use the questions below to prompt class discussions. Change the language to suit the language level and interest of your class. You may also use some of the questions to develop an assignment.

*Additional notes for teachers are in Italics.*

### **Pre watching Directions for the class**

Grades K to 3	Grades 4 to 7
<p>This is a video about Sam. He is telling his friend Tommy about ADHD and what it's like to have ADHD.</p> <p>Sam shares what he has trouble doing, what he is good at, and what he thinks about his ADHD.</p>	<p>In this video, Sam, who has just learned a lot about his ADHD, is explaining what ADHD is to his best friend Tommy.</p> <p>You will learn about the things Sam has trouble doing, what he does well and what he thinks about his ADHD.</p> <p>While you watch the video, think about the ways that Sam is different from Tommy and how they are the same.</p>

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

Grades K to 3	Grades 4 to 7
<p>Can you see Sam’s Attention Deficit Hyperactivity Disorder (ADHD)? Why not?</p> <p>Is ADHD real even if you can’t see it?</p> <p><b><i>This will allow for a discussion on why other kids and even adults might not believe that ADHD is real.</i></b></p> <p>What does Sam’s brain have a hard time doing?</p> <p>Do you ever have a hard time paying attention?</p> <p>Do you think that everyone’s brain has a hard time paying attention sometimes?</p> <p>What makes it different for Sam?</p> <p><b><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 students in your class have difficulty paying or switching their attention.</i></b></p>	<p>Can you see Sam’s Attention Deficit Hyperactivity Disorder (ADHD)? Why not?</p> <p>Is this why some people might think it is not real? Does that cause problems for children with ADHD?</p> <p><b><i>See teacher’s note on the left.</i></b></p> <p>What is a disorder?</p> <p>What are some other disorders? Are we able to see all of them? Are there other disorders that can’t be seen? What are they?</p> <p><b><i>Use these questions to open a discussion on visible and invisible disabilities, or if preferred, skip these questions and refer to the note on using the term neurodiversity below. The use of both terms separate or together is acceptable.</i></b></p> <p>What does Sam’s brain have difficulty doing?</p> <p>Do you think that everyone’s brain has a hard time paying attention sometimes?</p> <p>What makes it different for Sam?</p> <p><b><i>See teacher’s note on the left.</i></b></p> <p>How do you think this might make it more difficult for Sam at school, or at home?</p>

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

Grades K to 3	Grades 4 to 7
Who else in Sam’s family has ADHD?	How did Sam get ADHD?

<p>What other things does Sam have trouble doing?</p> <p>Are all kids with ADHD the same? Do they all move around too much?</p> <p>What happens when Sam doesn't stop and think before doing something? Do you remember what it is called?</p> <p>Does that ever happen to you?</p> <p><b><i>Explain that everyone is impulsive (they don't stop and think before doing something) once in a while even if they <u>don't</u> have ADHD, however, Sam is impulsive most of the time which makes it more difficult for him.</i></b></p>	<p><b><i>This allows for a discussion on heredity should you so choose.</i></b></p> <p>What other things does Sam have difficulty doing?</p> <p>Are all children with ADHD the same? How are they different? How are they the same?</p> <p>What happens when Sam doesn't stop and think before doing something? Do you remember what it is called?</p> <p><b><i>See teacher's note on the left.</i></b></p> <p>Can you remember a time when you were impulsive? What happened?</p>
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**Watch 4:52 to 7:05 minutes and use questions below to initiate a discussion**

Grades K to 3	Grades 4 to 7
<p>What did Sam's principal tell him to do after he pushed Melissa? Why did he have to do that if he has ADHD?</p> <p><b><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></b></p> <p>What can Tommy do well that Sam can't?</p> <p>What can Sam do well that Tommy can't?</p> <p>Is it OK if they are different?</p> <p>Everyone forgets what they are doing sometimes? Do you?</p> <p>What happens when you get distracted?</p>	<p>Does Sam get a pass if he does or does not do things because his ADHD makes it more difficult for him. Why not?</p> <p><b><i>See teacher's note on the left.</i></b></p> <p>How do Tommy and Sam's brains differ? What are the things that they each do well and what are the things they find difficult?</p> <p>Is it OK that people's brains are different?</p> <p><b><i>If you like, this can open the door to a discussion on <a href="#">neurodiversity</a>.</i></b></p> <p>What does it mean to be distracted?</p> <p>Everyone gets distracted sometimes. Can you remember a time when this caused a problem for you?</p>

	What would it be like if you were distracted all the time? Would it cause a problem?
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**Watch 7:05 minutes to the end use questions below to initiate a discussion**

Grades K to 3	Grades 4 to 7
<p>Does Sam think that ADHD is a bad thing? Does his dad?</p> <p>What does Sam’s dad remember about being a kid?</p> <p><b><i>Explain that we all have things that we are good at and things that we are not so good at. That is why we are all different.</i></b></p> <p><b><i>Ask the class to think about what things are you good at and what things are you not so good at? This could be an assignment.</i></b></p> <p>Is it bad to be different?</p> <p><b><i>This list of questions can be followed up with a discussion on the diversity of people’s strengths and weaknesses. Some students may not be good at regulating their attention or sitting still, but they do have other strengths.</i></b></p>	<p>Do Sam and his dad think that ADHD is a bad thing to have? Why not?</p> <p>What happened to Sam’s dad when he has a kid? What do <u>you</u> think about what happened to Sam’s dad?</p> <p>Are we all good at the same things? Can you think of an example of this?</p> <p><b><i>See teacher’s note on the left.</i></b></p> <p>What about you? What things are you good at and what things are you not so good at?</p> <p>Is it bad to have a different type of brain? Why or why not?</p> <p><b><i>See teacher’s note on the left.</i></b></p>

## VIDEO TWO: When My ADHD Gets Me into Trouble

### Pre-Watching Directions for Teachers

Have the class watch the entire video first and then have them watch it again stopping at the suggested times, or do this in reverse order, depending on your preference. Review the questions and notes below prior to watching the video with your class.

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

Use the questions below to prompt class discussions. Change the language to suit the language level and interest of your class. You may also use some of the questions to develop an assignment.

*Additional notes for teachers are in Italics.*

### **Things to share with your class before watching the video.**

Grades K to 3	Grades 4 to 7
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 can 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 and how you would feel if the same things were happening to you.

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

Grades K to 3	Grades 4 to 7
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 work have to do with this?	Why kind of things does Sam's brain cause him to do that the other kids don't like?



<p>What have the other kids been doing since before last summer?</p> <p>What do you think about this?</p> <p><b>See teacher note on the right.</b></p>	<p>What have the other kids at school been doing to Sam? Why might they be doing this? Is this a good thing to be doing?</p> <p>What do you think might help Sam?</p> <p><b>These questions can lead to a discussion on individual differences, trying to understand others' areas of difficulty, and exclusion as a form of bullying.</b></p>
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Watch 2:19 to 4:20 minutes and use questions below to initiate a discussion.

Grades K to 3	Grades 4 to 7
<p>Why does Sam say that he is kind of weird sometimes?</p> <p><b>Continue the discussion on individual differences and what may seem "weird" to some may actually be due to a disability or area of difficulty.</b></p> <p>When does Sam get frustrated? What happens when Sam was frustrated?</p> <p>Do you or people that you know get frustrated and what happens when they do?</p> <p>What does Sam mean when he talks about that impulse thing?</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><b>See teacher note on the right.</b></p>	<p>Why does Sam think he is weird?</p> <p><b>See teacher note on the left.</b></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? Why do these actions get him into trouble? What do you think about that?</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>Can Dr. Murray take Sam's ADHD away?</p> <p>Does Sam's dad want his ADHD taken away? Why not?</p> <p><b>Ask the class what they think about Sam having difficulties with responding to frustration in appropriate ways and being too impulsive. Can they reframe Sam's issues as a medical impairment or a weakness rather than just seeing Sam as being "weird?"</b></p>

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

Grades K to 3	Grades 4 to 7
<p>What kinds of signals do people send it each other? Do we send these signals on purpose?</p> <p>Is Sam able to understand these signals?</p> <p>What did Sam miss that his teacher was trying to tell him when she was stares at him.</p> <p><b><i>Chat about social signals, giving them some additional concrete examples. Have the class practice giving and receiving social signals.</i></b></p>	<p>What are these signals that people send each other that Sam’s dad is talking about? Do people send these signals on purpose?</p> <p>Is Sam able to pick up on these signals?</p> <p>What happens when Sam is not able to read these signals?</p> <p>Is there a solution for this problem? Is there anything that can be done to help Sam read these signals, or stop others from sending these signals?</p> <p>What else might be done to help Sam out?</p> <p><b><i>See teacher note on the left.</i></b></p>

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

Ages 5 to 8	Grades 4 to 7
<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><b><i>This offers an opportunity to discuss how students see themselves and others who may have disabilities or weaknesses.</i></b></p> <p>What is the school going to do to help Sam?</p> <p><b><i>Discuss with the class how some students need additional support in things they are not good at, but that is OK. You can use the example of some needing glasses with other do not.</i></b></p>	<p>Why is Sam worried about Dr. Murray coming to his school and talking to the other students?</p> <p>Does Sam think Tommy or Samantha are losers? Why not?</p> <p>Is Sam a loser? Why not? Why is it wrong to think of kids who are different or struggle to do some things as losers?</p> <p><b><i>See teacher note on the right.</i></b></p> <p>What is the school going to do to help Sam?</p> <p><b><i>See teacher note on the left.</i></b></p> <p>What is the special signal that Sam and Tommy have when Sam is not paying attention?</p> <p>Is it Ok for others to hit Sam in the arm if he is not paying attention?</p>

What is the special signal that Sam and Tommy have when Sam is not paying attention?	
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Is this Ok for other kids to do if Sam is not paying attention	
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## VIDEO THREE: My ADHD at School

### Pre-Watching Directions

**Have the class watch the entire video first and then have them watch it again stopping at the suggested times, or do this in reverse order, depending on your preference. Review the questions and notes below prior to watching the video with your class.**

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

Use the questions below to start a discussion. Change the language to suit the language level and interest of your class. You may also use some of the questions to develop an assignment.

*Additional notes for teachers are in Italics.*

### Things to share with your class before watching the video

Grades K to 3	Grades 4 to 7
<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 she 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, a variety of treatment options, and many other things that can be helpful.</p>

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

Grades K to 3	Grades 4 to 7
<p>Why is Sam so frustrated? Does he know what he needs to do?</p> <p>Has this ever happened to you?</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 describe what school work used to feel like? What did she do about it in the past that Sam just did?</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><b>See teacher note on the right.</b></p>	<p>How does Sally remember the problems she used to have? What did she used to do about it in the past? Did it help? Have you ever done that?</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><b>A discussion on different learning styles and learning strengths and weaknesses can follow. You may also wish to discuss some students difficultly with understanding instructions and starting their work.</b></p>
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**Watch 2:15 to 4:51 minutes and use questions below to initiate a discussion.**

Grades K to 3	Grades 4 to 7
<p>What are some things that brains help us do that children with ADHD have trouble with?</p> <p>What do you think it feels like when you have trouble doing these things?</p> <p>What sorts of things does Sam and Sally’s mom help them to be able to do? Do you remember any of the ways she helped them remember to do 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><b>See teacher note on the right.</b></p> <p>What did Sally ask people to do when she spoke up (advocated) for herself?</p> <p><b>Ask the class if they can think of any examples of people advocating for themselves.</b></p>	<p>Can you list some of the things a brain’s executive functioning helps someone do?</p> <p>What do you think it would feel like to have a difficult time doing these things?</p> <p>What kinds of things does Sam and Sally’s mom help them do? How does she do this? Would you or anyone else find this helpful?</p> <p>If their mom can help organize them and keep them on time, why do you think that Sally still needs to learn to do these things?</p> <p>What else did Mr. Jenkins teach Sally to do? <b>This can open a discussion on executive functioning and strategies that can be used to help with organization and getting things done on time.</b></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>

	<i>See teacher note on the left.</i>
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**Watch 4:51 to 7:30 minutes and use questions below to initiate a discussion.**

Grades K to 3	Grades 4 to 7
<p>What kinds of things does Sally have a hard time doing? Is it easier for her then it is for Sam? How is their ADHD different?</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?</p> <p><b><i>Ask the class if and why they might be surprised that doctors can also have ADHD. Why do they think it made Sally feel better to know this?</i></b></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><b><i>Explain to the class that there are a variety of things that can help a child with ADHD and that the child, parent and doctors need to decide together what the best choices for that child are.</i></b></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? Why?</p> <p>What did Dr. Murphy help Sally do? Why did Sally need help with this? What does it mean when someone worries or is anxious? Do you think that this is a comfortable feeling?</p> <p>What did Dr. Lee tell Sally that surprised her but made her feel better? Does it surprise you? Why?</p> <p><b><i>See teacher's note on the left.</i></b></p> <p>What does Sally tell Sam about the medication that she takes? What does it help her to do?</p> <p>Does Sam feel better after talking to Sally? Why do you think that he might have been worried?</p> <p><b><i>See teacher's note on the left.</i></b></p>

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

Ages 5 to 8	Grades 4 to 7
<p>How does Sally help Sam with his book report? What is the first thing Sally asks to see?</p> <p>Why does Sally suggest getting a red folder for Sam's assignments? What did the piece</p>	<p>How does Sally help Sam with his book report? What is the first thing Sally asks to see?</p> <p>Why does Sally suggest getting a red folder for Sam's assignments? How would this help Sam to be more organized?</p>

of paper that Sam's assignment was on look like?

How does Sally help Sam understand what he needs to do?

Is Sam smart? If he is smart, why does he have trouble doing his school work sometimes?

Is everyone good at doing the same sort of things? Think about the things that you or someone else you know are good at doing?

What about the things that you aren't good at doing?

***Use the above questions to initiate a discussion on people's differences. How being smart may not always mean that school is easy and how we support students who need help so everyone can be successful.***

How does Sally help Sam understand what he needs to do? How does she break his assignment into smaller pieces? Is this something that you do when you have a big assignment?

Is Sam smart? If he is smart, why does he have trouble doing his school work sometimes?

Is everyone good at doing the same sort of things? Think about the things that you or someone else you know are good at doing?

What about the things that you aren't good at doing?

***See teacher note on the left.***

## 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>

