

All You Can Be with ADHD

Penn and Kim Holderness

Illustrated by Vin Vogel

TEACHING TIPS

In *All You Can Be with ADHD*, a group of children with ADHD invites readers who may be newly diagnosed themselves to their clubhouse. Here, readers can feel a sense of belonging and safety as the children empathize with readers' experiences, sharing the downsides and benefits of growing up with ADHD. The book also provides insights for neurotypical kids to better understand their friends.

All You Can Be with ADHD emphasizes the fact that there is nothing wrong with children who have ADHD but clarifies that their brains work differently. Through activities, educators can emphasize that while all of our brains are made up of the same parts, ADHD brains connect and function differently than non-ADHD brains.

ACTIVITY 1:

Talk to students about the different parts of the brain and what those different parts do.

- Frontal Lobe—thinking, memory, movement, behavior
- Parietal Lobe—language and touch
- Occipital Lobe—sight
- Cerebellum—balance and coordination
- Brain Stem—breathing, heart rate, temperature
- Temporal Lobe—hearing, learning, feelings

Give each student a handout of a brain. Have students write/color the major parts of the brain and the functions of each.

Resource: <https://superstarworksheets.com/science-worksheets/human-brain-worksheets/>

All You Can Be with ADHD also emphasizes the fact that despite how those brain parts connect and function, those parts and functions give all of us strengths, skills, and talents that make us unique.

ACTIVITY 2:

Have students think and write about the following questions:

- What makes you unique?
- What makes you strong?
- What skills do you have?
- What talents do you have?

After students have had a chance to write their ideas, ask students to create a tree house that has branches. Have students write their strengths, skills, and talents on the branches of the tree house.

EXTENSION: Have students share their tree houses with their classmates while talking about their strengths, skills, and talents. Allow students an opportunity to choose one of their strengths, skills, or talents and write a poem or story about it or demonstrate it.

Movement can be useful for some students when learning. Give students an opportunity to physically process the information in the book. The author highlights common ADHD behaviors that can sometimes make readers feel lonely and different. But these behaviors can be common among many students.

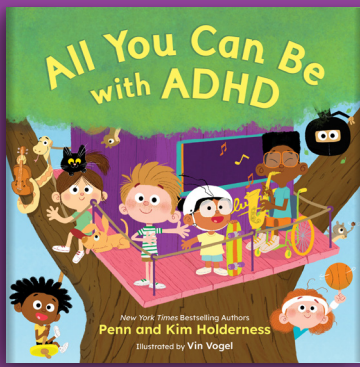


[lbschool.bsky.social](https://twitter.com/lbschool.bsky.social)

[LittleBrownSchool](https://www.facebook.com/LittleBrownSchool)



[lbschool](https://www.instagram.com/lbschool) [LittleBrownLibrary.com](https://www.littlebrownlibrary.com)



All You Can Be with ADHD

Penn and Kim Holderness

Illustrated by Vin Vogel

TEACHING TIPS

ACTIVITY 3:

Students can choose which physical response they want to do. Students can clap their hands, stomp their feet, snap their fingers, etc. in response to you asking the following questions:

- Have you ever felt squirmy?
- Have you been forgetful?
- Do you interrupt friends when they are talking?
- Do you space out or not listen when your friends are talking?
- When things go wrong do you get really mad? Really sad? Really frustrated?

EXTENSION: After this part of the movement activity, ask students to write about a time that they have done one of these things and how it made them feel.

ACTIVITY 4:

In the back matter of the book, the author provides a list of famous people with ADHD. In pairs or groups, have students go to their school library and research the people on the list. Have each pair or group share their research findings in class.

EXTENSION: Consider finding an adult community member with ADHD who can visit the classroom to talk about their work and how their ADHD impacts or helps them in work and daily life.

ACTIVITY 5:

The author shares some of the fun systems that he uses to help him manage the hard stuff. Fidget toys have been recommended for students to help them focus better in class.

Supplies you will need:

- Balloons
- Rice
- Small Funnel
- Markers

Give each student a balloon. Help them use the funnel to place approximately a $\frac{1}{2}$ cup of rice into their balloon. Tie the balloon at the top. The students can use the markers to decorate the balloon, draw faces, etc. Finally, when they need help focusing or want to fidget, they can squeeze their rice balloon!

Fidgets can be tools or they can be toys. Be sure to explain to students that fidgets should help them focus and not add to their distractibility.



These Teaching Tips were created by Yolanda Hood, Ph.D.



[lbschool.bsky.social](https://bsky.social/lbschool)

[LittleBrownSchool](https://www.littlebrownschool.com)



[lbschool LittleBrownLibrary.com](https://www.littlebrownlibrary.com)