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Exercise 1

ADHD

Identifying and supporting the strengths.

ADHD students' strengths

Recognising the strengths of such pupils and building on them

Objective

To recognize common ADHD students traits and implement strategies to support the strengths they have.



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Introduction of the Tool

This tool, created as an exercise, is aimed to train teachers to recognise, support and work on the different strengths that ADHD students can develop.

Moreover, one of the main goals is to make teachers aware of the importance of being vigilant with these pupils.

Applying of the Tool: Clear steps

Energizing Introduction (15 min)

Warm-up Activity: "ADHD Strengths in Action" – Teachers participate in a brainstorming where they write down positive ADHD traits.

Pair & Share: Teachers pair up to discuss personal experiences with ADHD students' strengths.

Objective Overview: Facilitator sets the importance of shifting focus from challenges to strengths.

Interactive Exploration of ADHD Strengths (20 min)

Station Activity: Teachers rotate through stations, each dedicated to a different ADHD strength (creativity, energy, problem-solving, hyperfocus, empathy, adaptability).

Debrief Discussion: Teachers share insights from each station and how these strengths manifest in their students.

Strength-Based Teaching Strategies (30 min)

Gamified Learning: Teachers participate in a role-playing game where they act out different ADHD strengths.

Hands-on Experiment: "Flexible Lesson Planning" – Teachers receive a sample lesson and must modify it to incorporate ADHD strengths



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Action-Oriented Planning (15 min)

Creative Vision Boards: Teachers design a small vision board illustrating how they will integrate ADHD strengths into their teaching.

Speed Coaching: Teachers pair up for rapid feedback on their ideas, spending 3 minutes discussing their plan before switching partners.

High-Energy Wrap-Up & Q&A (10 min)

Commitment Pledge: Teachers write down one concrete action they will take in the next week and share it in a quick roundtable.

Reflection Circle: Each participant shares one key takeaway from the session.

Closing Activity: "Pass the Ball" – A soft ball is tossed between teachers, and whoever catches it shares one strength they will amplify in their students.

Timing

1' 30"

Extra materials for implementation

- ADHD Strengths & Strategies Quick Guide
- Vision Board Templates
- Interactive Lesson Adaptation Guide
- Recommended Reading List



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Exercise 2

ADHD Dealing with weaknesses

ADHD students' weaknesses

Recognising and dealing with weakness

Objective

To equip teachers with the ability to recognize common ADHD weaknesses and implement strategies to deal with them



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Introduction of the Tool

ADHD students struggle with some weaknesses in their daily life, even more, at school. The purpose of this tool (excercise) is to motivate teachers to identify such difficulties and help students face with them.

Applying of the Tool: Clear steps

Warm-up (10'')

The teachers will quicklyly list common difficulties faced by ADHD students in 2 minutes. In pairs they will discuss the most challenging situations they have encountered with ADHD students.

To conclude, the facilitator explains how addressing weaknesses with positive and practical approaches can improve student outcomes.

Interactive Exploration of ADHD Challenges (20 min):

The teachers will walk around the room looking at different pictures to analyze the different weaknesses of these students.

After this moment they will share insights from the stations and discuss how these weaknesses impact students' learning experiences.

Practical Classroom Strategies (30 min)

They will have a Hands-on Experiment. "Adaptive Teaching Planning". Teachers receive a sample lesson and must modify it to address ADHD-related weaknesses

Through an interactive discussion, teachers vote on the most practical strategies and discuss their applicability.



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Closing activity (15'):

Teachers write down a brief story of a time they successfully helped an ADHD student overcome a challenge. These are then posted on a wall for inspiration, and a few are shared aloud.

Timing

1' 15"

Extra materials for implementation

- Pictures about ADHD students' weaknesses
- Sample lessons
- Letter template



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Exercise 3

ADHD

Developing soft skills

Soft skills for teachers

Soft skills techniques (for teachers) to support these students in the classroom and at home.

Objective

To develop soft skills such as empathy, adaptability, communication and active listening



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Introduction of the Tool

It is crucial to provide teachers with soft skills to make easier their daily work with ADHD students. For this reason, the third exercise is aimed to create a space in which different teachers can work on different skills needed to help such pupils face with their daily day at school.

Apart from that, teachers with these soft skills developed would work better and spread them among the rest of their colleagues.

Applying of the Tool: Clear steps

Warm-up. Sensory Overload Challenge (10'')

Teachers perform a simple task (e.g., solving a math problem or reading instructions) while being distracted by external stimuli (e.g., background noise, interruptions, flashing images). This is to simulate how ADHD students experience distractions and difficulty focusing. After this moment is time to discuss: How did distractions impact performance?/How does this relate to ADHD students' daily struggles?/What soft skills are necessary to support them?

Interactive Exploration of ADHD Challenges (20 min):

Teachers are divided into pairs or small groups and given realistic classroom/home scenarios involving an ADHD student. One teacher plays the student, while another practices empathetic and adaptable responses as the teacher.

After this moment they will discuss about the following guide: What strategies worked best?/How did empathy and adaptability influence the interaction?/How can these skills improve classroom/home dynamics?



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Reflective listening (20 min):

Teachers practice active listening by pairing up and taking turns discussing a challenge they face with an ADHD student. During this task, the listener must paraphrase what the speaker said, ask clarifying questions and Validate the speaker's emotions.

Through an interactive discussion, teachers vote on the most practical strategies and discuss their applicability.

After this moment there will be two cardboards and the teachers will ask in a word or in a short sentence the following questions: How did it feel to be truly heard?/What makes active listening effective in ADHD support?/How can teachers apply this with students and parents?

Timing

1' 30"

Extra materials for implementation

- Cardboards
- Materials to create distractions



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