

BEST PRACTICES GUIDE

INTRODUCTION

This module focuses on ADHD, promoting empathy and inclusion in the classroom.

ADHD affects attention, impulse control, and activity levels, making it harder for some students to focus, stay still, or follow instructions.

The activities were implemented through peer workshops with students aged 10–16 in a ordinary classroom, using games to understand these challenges and support inclusion.

DESCRIPTION OF IMPLEMENTED STRATEGIES

The workshop was introduced through a short presentation focused on neurodiversity, inclusion, and empathy, with particular attention to ADHD. Students were guided to understand how attention, impulsivity, and hyperactivity can affect learning and behavior in everyday classroom situations.

The session was divided into three parts: introduction, group activities, and reflection. Students worked in small teams and rotated through different interactive tasks designed to simulate the challenges faced by peers with ADHD.

MODULE 4

Attention Deficit Hyperactivity Disorder (ADHD)



Activities included experiential learning, role-playing, and guided discussions. Visual supports, clear instructions, and structured dynamics were used to maintain engagement. Tasks were adapted to different learning styles to ensure that all students could actively participate and feel comfortable.



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In the final reflection phase, students were invited to share how they felt during the activities, what difficulties they experienced, and what surprised them the most. Guiding questions were used, such as how easy or difficult it was to concentrate, how they reacted to interruptions, and how they think a classmate with ADHD might feel in a real classroom. Students also discussed strategies to support their peers, promoting empathy, awareness, and inclusive attitudes.

LEARNING GAMES AND ACTIVITIES DEVELOPED

During the workshops, the following activities were implemented:

Game 1: “A Day in Leo’s Head”

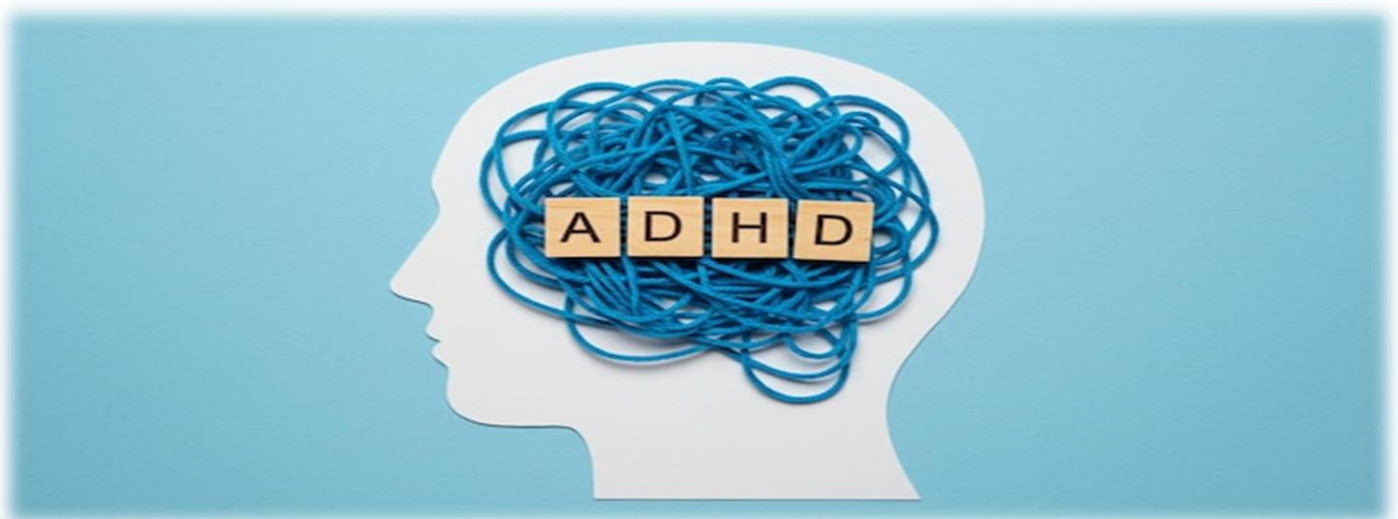
Students participated in an experiential, rotation-based activity involving three stations: noise, movement, and memory/change. Each station simulated core ADHD challenges such as distraction, difficulty maintaining attention, impulsivity, and the need for movement.

Participants experienced how overwhelming sensory input and constant changes can affect concentration and emotional regulation. The activity helped students understand frustration, cognitive overload, and the importance of empathy.

Game 2: “The Traffic Light Challenge”

Students engaged in a dynamic activity based on a traffic light system (green, yellow, red), requiring them to start, stop, or switch tasks quickly.

This game focused on developing inhibitory control, attentional flexibility, and self-regulation. Frequent interruptions and changes simulated real classroom demands, helping students understand the difficulty of managing impulses and maintaining focus.



RESULTS AND IMPACT

The workshops had a positive impact on students' understanding of ADHD and on the overall classroom environment. Through the activities, students became more aware of the challenges related to attention, impulse control, and hyperactivity.

Student feedback showed that many participants were surprised by how difficult it was to concentrate, stop actions, or adapt to constant changes. Several students expressed that they had never considered how exhausting these situations could be for a classmate with ADHD. Reflections highlighted increased empathy and a better understanding of individual differences.

Teachers observed improvements in students' attitudes, including greater patience, respect, and willingness to support peers. Engagement during the sessions was high, especially during the experiential games, where students actively participated and collaborated.

Key skills developed included teamwork, empathy, self-awareness, and a greater sensitivity towards diversity in learning. Students also practiced self-regulation strategies, such as stopping and thinking before acting or using external cues to manage their behavior.



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CONCLUSIONS AND RECOMMENDATIONS

One of the most successful aspects was the active participation and engagement of students, especially during the simulation activities. These moments helped create emotional connections with the topic and encouraged open discussion. The reflection phase also worked particularly well, as it allowed students to express their thoughts and build awareness.

Some challenges included managing noise levels, maintaining focus during transitions, and ensuring that all students understood the purpose of the activities. These were addressed by providing clear instructions, structuring the sessions carefully, and guiding discussions to keep students focused.

For educators who wish to implement similar workshops, it is recommended to:

- Use clear structure and timing for each activity.
- Provide simple and direct instructions.
- Include reflection moments to reinforce learning.
- Adapt activities to the needs and dynamics of the group.
- Create a safe and respectful environment that encourages participation.

To improve or expand the activities, future implementations could include more varied games, longer reflection time, and follow-up sessions to reinforce strategies and learning. Involving students in creating their own activities or solutions could also further enhance engagement and inclusion.