**LESSON PLAN TO TEACH ADHD

Name:** Karli Kurschardt, Kyle Schmidt  **Date:** 4/21/2014 **Grade Level:** Middle School Biology **Length:** 45 minutes **Topic:** ADHD **I. Objective:**

The students will learn about ADHD. They will be listening to the teacher give information about what ADHD is and will participate in a debate regarding the symptoms of ADHD, as well as the treatment of ADHD. In order to show their mastery of the material, they will be graded on participation and the ideas that they have put forth. The students will make up their own case study for homework that involves a student that has ADHD, the symptoms of ADHD, and a conclusion that explains what treatment will be used and why.
 **II. Preparation

Purpose:**

The purpose of this lesson is to inform the class about the positive and negative effects of ADHD. As ADHD is something that has a presence in schools, it is important that the students are aware that it can have a presence in their school as well. This lesson will be implemented during the unit of biology regarding what chemicals are in the brain and how they work.
 **Materials:**

Materials needed: computer, projector for video, room to move around in, case studies of ADHD
 **III. Procedure

A. Anticipatory Set:**In order to spark the students’ interest in ADHD, we will have them take part in an activity in which they will be asked to count how many sheep jump over the moon in a video. While they are doing so, they will also play Simon Says, and be asked to make word associations. After the last Simon Says, the students will be asked “How many Sheep jumped over the moon?” The purpose of this activity is to put the students into the shoes of a student that has ADHD. They will experience inattention when having to focus on three activities at once, hyperactivity while moving around during Simon Says, and Impulsivity while making word association, all at the same time.

**B. Body of the Lesson/Input:**

1. After the activity, the teacher will explain the basics of ADHD (definition of ADHD, the three types of ADHD), but through the use of case studies, the students will learn what the symptoms of ADHD are.

2. The students will be given a case study of a child that has ADHD, that expresses the symptoms that they show of ADHD. The teacher will tell the students that the child has ADHD, and will ask the students to circle the symptoms of ADHD that the child shows in the case study. Then, the students will use those symptoms to tell what type of ADHD the child in the case study has.

3. The teacher will ask the students to brainstorm what they believe to cause the child’s ADHD from the case study. The teacher will then go through what ideas the students have put forth to say ideas are true and what ideas have been found to be false. Now, the teacher will go into detail explaining the causes of ADHD.

4. The teacher describes the various types of treatment for ADHD, such as therapy, medication, or a combination. The students will receive fact sheets that tell the pros and cons of each type of treatment. After that, the students will have to make a decision on what type of treatment is best for the child in the case study. The students will explain why they want one type of treatment. If all of the students are in favor of one type, the teacher will lead an opposing viewpoint discussion in favor of the other type.

**C. Conclusion:**

The teacher will end the discussion by sharing success stories of people that have overcome ADHD in order to end on a positive note. The focus is that ADHD is not a disease, but rather a difference in cognition (Make this clear at the end).