

## Focus Area: ADHD (Attention Deficit Predominance)

### Name of the Activity: "Getting Ready for School"

**Target:** Support children in learning how to complete a daily routine by breaking it down into smaller, manageable steps. Strengthen attention, task sequencing, self-awareness, and sense of accomplishment.

**Duration:** 25-30 minutes

**Organizational Form of the Activity:** Individual or small group with teacher support

**Target Age Group:** 6-10 years

#### Tools:

- Pen, pencils or markers
- Blank A4 sheet

#### Instructions:

1. Start by saying: "Getting ready in the morning can sometimes feel like a lot to do. But when we break it into small steps, it becomes easier and even fun!"
2. Together with the class brainstorm all the actions children usually do before going to school. Write or draw them on the board in random order. For example:
  - Wake up
  - Brush teeth
  - Get dressed
  - Eat breakfast
  - Pack school bag
  - Put on shoes and jacket
3. After the group brainstorm, each student creates their own personalized morning checklist:
  - They select the steps that match their real routine
  - They write or draw each step on their sheet
  - Next to each step, they draw a small check box (☐) to mark when that step is completed
4. Students work in pairs (or small groups) to act out their routine using their checklist:
  - One student performs each step in their list (e.g. miming brushing teeth)



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- The other student watches carefully and checks off the box after each step is correctly acted out
  - Then they switch roles
5. After all students complete their routine, invite a short discussion:
- “Was it easier to follow your routine when it was written down?”
  - “Did you forget any steps?”
  - “How did it feel to do it step by step?”

**Tip for Teacher:**

- Keep the environment calm and distraction-free
- Reinforce progress with praise: “Great! You’ve already done 3 steps!”



**ANNEX:**

**Example of possible morning routine**



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## Focus Area: ADHD (Attention Deficit Predominance)

### Name of the Activity: "Step by Step – Listen and Do"

**Target:** Support students in practicing active listening, improving short-term memory, and learning to follow multi-step instructions in a safe and inclusive environment.

**Duration:** 20-25 minutes

**Organizational Form of the Activity:** Small groups or pairs, adapted for individual pace and need

**Target Age Group:** 6-9 years

#### Tools:

- Everyday classroom objects (e.g. pencil, eraser, book, cup, box)
- Pre-printed step cards for students who need extra support

#### Instructions:

1. Tell the class: *"Today we'll practice doing tasks in the right order — just like when we follow instructions at home or in school. Everyone will have their own mission!"*
2. Teacher models a 2-step instruction: *"Touch the book, then clap your hands."* Act it out with the class. Emphasize listening first, then doing.
3. As a group, brainstorm 7-9 everyday actions (e.g. stand up, raise arms, pick up a pencil). Write or draw them on the board.
4. Students work in pairs. One reads or gives the instructions to the partner, who then acts them out step by step.
5. Students should start with simple instructions consisting of 2–3 steps. If their partner completes them successfully, they can gradually increase the number of steps to make the task more challenging. Then they switch roles.
6. Students who need more support can use printed picture cards.
7. At the end, gather the class and ask:
  - "What helped you remember the steps?"
  - "Did it help to have picture cards?"
  - "Would you like to do this at home too?"

#### Tip for Teacher:

- Encourage students to go at their own pace, without rushing.
- Avoid public comparison of students' results.



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**ANNEX:** Example of possible actions.

close your eyes



rise your hand



take the scissors



open the book



show super



pick up a pencil



raise both arms up



make a heart



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