

Focus Area: ADHD (Hyperactivity Predominance)

Name of the Activity: "Energy Navigator: Channeling Movement"

Target: Help students to change hyperactivity into productive, purposeful actions. Teach students self-awareness about their energy levels and strategies to manage them.

Duration: 15-30 minutes

Organizational Form of the Activity: Designed for small groups, but can be adjusted for individual practice

Target Age Group: 6-10 years, but adaptable for older students

Tools:

- Colored floor markers or cones (red, yellow, green)
- Activity cards with energy-regulating tasks (e.g., stretching, jumping jacks, mindful breathing)
- A timer

Instructions:

- Introduce "Energy Levels" using colors:
 - Red: too fast, slow down
 - Yellow: adjust energy to the task
 - Green: perfect energy for focus
- Arrange markers in a play area as a circuit: Red, Yellow, Green zones.
- Each zone has an activity matching the energy level. Examples:
 - Red Zone: perform slow stretches or count backward from 20.
 - Yellow Zone: march in place or balance on one foot.
 - Green Zone: sit still and focus on slow breathing.
- Students start in the Yellow Zone. They adjust their energy as they move through the circuit, practicing each activity. Encourage students to describe how they feel in each zone.
- Students act out scenarios (e.g., "You feel restless during class. Which zone should you visit?").
- After the activity, discuss how students can use these zones in real-life situations (e.g., managing restlessness during lessons).

Tips for Teacher:

- Model each activity and talk through your thought process.
- Use a timer to keep transitions structured and engaging.
- Praise students when they recognize and adjust their energy appropriately.
- Rotate and update the activities regularly to maintain interest.



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ANNEX:

Example of possible scenarios to use in class

- “You’re excited during group work and talking over others. What do you do?”
- “You’re tired after recess but need to concentrate on a lesson. How can you prepare yourself?”
- “You feel like running during a quiet reading time. How can you channel that energy?”



Focus Area: ADHD (Hyperactivity Predominance)

Name of the Activity: "Mindful Moments: Calm and Focus"

Target: Teach students to recognize and manage feelings of restlessness. Develop self-regulation skills using mindfulness techniques.

Duration: 10-20 minutes

Organizational Form of the Activity: Designed for individual practice or small groups, suitable for quiet time.

Target Age Group: 6-10 years, adaptable for older students

Tools:

- Calm jars (DIY or pre-made).
- Breathing cards with visual cues (e.g., blowing out a candle, smelling a flower).
- Printable mandalas for coloring during quiet moments.

Instructions:

- Introduce mindfulness as a tool to help calm the mind and body. Discuss how pausing for a moment can help them feel more focused and less restless.
- Create a quiet and inviting space with comfortable seating. Provide tools like calm jars (jars filled with glitter and water), breathing cards, or focus mandalas for students to explore.
- Teach simple **breathing techniques**, such as:
 - Balloon Breathing: Imagine filling a balloon as you inhale, then slowly letting the air out as you exhale.
 - Square Breathing: Inhale for 4 counts, hold for 4 counts, exhale for 4 counts, and pause for 4 counts.
- Shake the **calm jar** and have students watch the glitter settle while taking deep breaths. Encourage them to think of their thoughts settling, just like the glitter.
- Lead a short **visualization exercise**: "Imagine you're sitting by a peaceful lake. Feel the warmth of the sun and listen to the gentle water sounds."
- Introduce scenarios where they might feel overwhelmed (e.g., waiting their turn or during a test). Practice using the mindfulness tools to refocus.
- After the activity, ask students how they felt during the mindfulness exercise. Discuss how they can use these techniques during moments of restlessness or stress.

Tips for Teacher:

- Model mindfulness by participating in the activity with the students.
- Keep the environment calm and distraction-free.
- Use a soft, soothing tone during guided exercises.
- Encourage consistency by practicing mindfulness daily or during transitions.



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ANNEX:

Example of possible scenarios to use in class

- “Think about something that makes you happy. How does it make you feel?”
- “Imagine holding a warm cup of cocoa on a cold day. What does it smell like? How does it taste?”



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