



# STIGMA AND ADHD

## Stigma and ADHD Grades 8-12 Health Education and Career Education

*This lesson was created by Leo Ching & Joesh Khunkhun from Future Ready Minds*

### **Purpose of the Lesson:**

The objective of this lesson plan is to lead a group of students in a meaningful discussion about stigma including stigma affecting those with ADHD and by extension, others with neurodiversity. Students should be able to identify what is ADHD/stigma, and how certain phrases and comments can lead some to feel excluded and isolated. Students should then be able to identify what they can do individually to be more inclusive and friendly towards those with ADHD and other neurodivergent lifestyles.

### **Curriculum Competencies:**

#### **Health Education**

- Propose strategies for developing and maintaining healthy relationships (Grade 8/9)
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict (Grade 10)
- Analyse the potential effects of social influences on health (Grade 10)
- Create strategies for promoting the health and well-being of the school and community (Grade 8/9)
- Describe and assess strategies for promoting mental well-being, for self and others (Grade 8/9)
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others (Grade 8/9)
- Evaluate and explain strategies for promoting mental well-being (Grade 10)
- Explore and describe factors that shape personal identities, including social and cultural factors (Grade 10)

*After Grade 10, Health Education splits off into different subject areas. This lesson is still applicable for Grades 11 and 12.*



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## Stigma and ADHD Grades 8-12 Health Education and Career Education

### Curriculum Competencies:

#### Career Education

- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills (Grade 8/9)
- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems (Grade 8/9)

*After Grade 9, Career Education splits off into different subject areas. This lesson is still applicable for Grades 10, 11 and 12.*

#### First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

### Video

[ADHD and My Purpose - Joesh Khunkhun | TEDx Crofton HouseSchool](#)

#### Guiding Questions:

- Have you ever been around someone with similar behaviours?
- Have you heard of anyone who said negative things about that individual?
- Does anyone know what neurodiversity is?
- Does ADHD fit into what we know about neurodiversity?

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## Step-by-Step Lesson Plan

**Preparation:** Queue up video/set up projector

**1. Have the students watch the video “ADHD and my Purpose”** - This video can be found [HERE](#).

**2. Pause the video and use the Guiding Questions to spark discussion.**

**3. Define stigma with your students.** Lead a discussion on what stigma is. A helpful resource you can use to facilitate this conversation is our resource called Understanding Stigma, found [HERE](#). You can share this resource with your students as a class, or have them explore it individually on computers or tablets in the classroom. Once they've had time to explore this resource, have your students contribute to the conversation by asking who is affected by stigma. Also have them contribute ideas of who is involved. Ex. who stigmatises who. Round off the conversation by noting that stigma is discrimination or disapproval from others that is unfairly placed on someone based on a perceived social difference. For example, being treated unfairly or isolated because of something that makes someone 'different'.

**4. Explain the curriculum connections to your students.** Inform them that they Have some cutouts of some phrases that stigmatise those with ADHD and some phrases that do not stigmatise. Have the class split into groups to sort out the phrases. After sorting, have volunteers from the groups share one or two of the phrases that stuck out to them and why they sorted it into whichever group.

Alternatively, have the students contribute phrases, sentences, or comments that they have heard before directed at those with ADHD. Of course, do this at your discretion at the class' maturity level and with reminders of keeping conversations classroom appropriate.



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## Step-by-Step Lesson Plan

### Phrases that can be used:

Why can't they just sit down and listen? They're ruining everything.

Don't invite them, they just get distracted all the time.

Dude, can you just stop?

Resource kid

**5. Lesson Closure.** Explain to your students that those with ADHD and other neurodiverse individuals are often struggling to juggle different tasks. Give your students some time either privately, or in small groups to reflect on what they can do to be a friend and ally to those with ADHD. What can we do to be a friend to those with ADHD? What can you do to reduce stigma about ADHD?