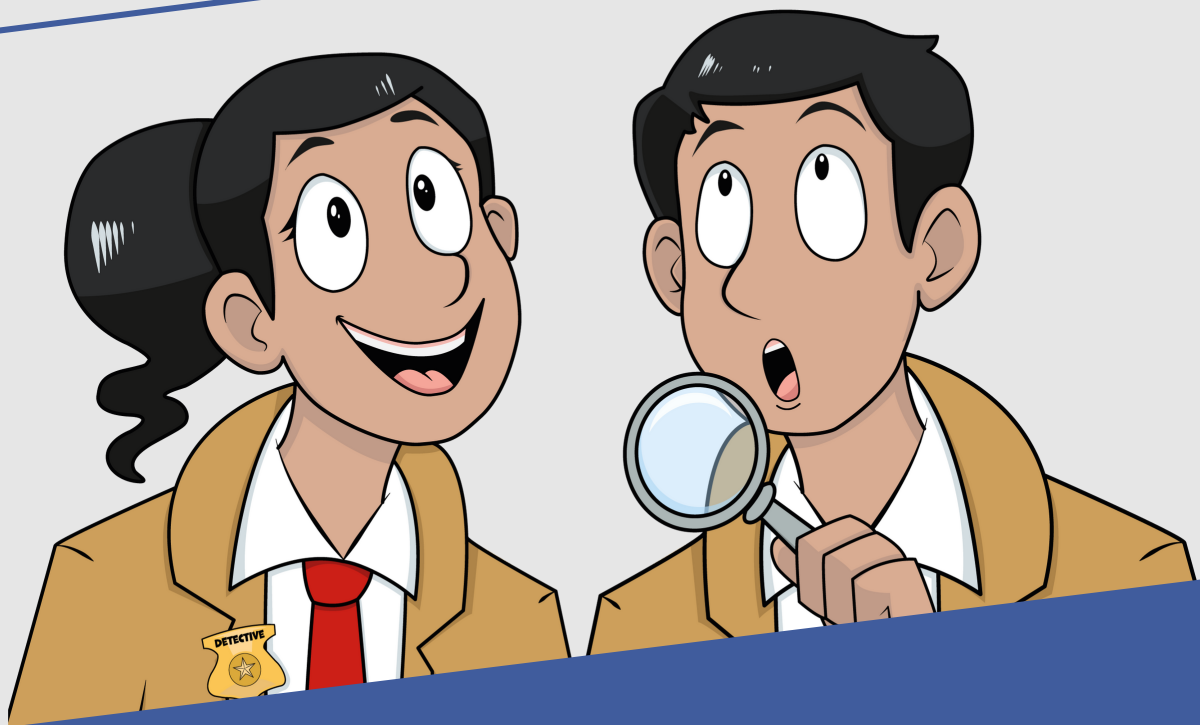


# ADHD

## FOR CHILDREN



**Dear Reader,**

We are Detectives Ruben and Elena and we have ADHD. Our assignment is to find out all about ADHD and how it affects children. But we need an assistant to help us. Our assistant also has to have ADHD and we want our assistant to be you. Will you help us?

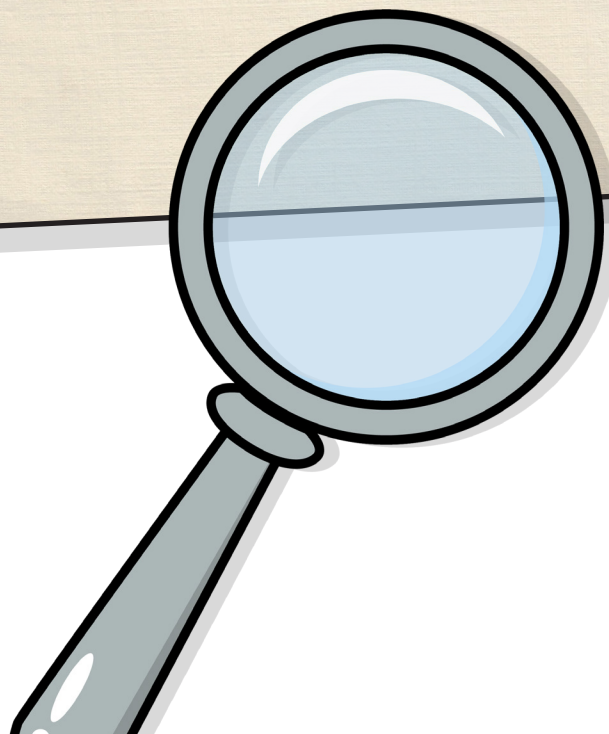
Some people don't understand what ADHD is. When you learn what ADHD is, then you might say "that sounds just like me" or "I do that!"

It might help you to understand that some of your actions are linked to your ADHD.

The assignment we have to learn all about ADHD is also about learning about you, what you are good at and what you might find difficult. Remember, no one is perfect, we can all improve in something. The important message is to be willing to try.

ADHD is not always easy to understand and can make some things more difficult and other things easy. The good news is that when you understand what it is, you can work out what you can do about it.

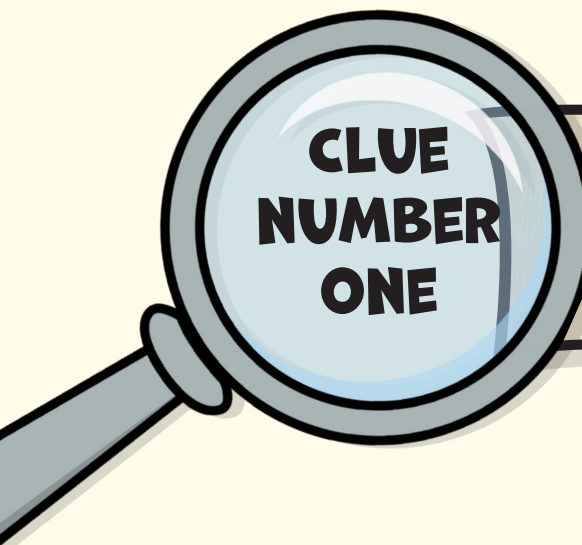
To help us, we have found a box full of clues. These clues will help us to find out about ADHD and how we can manage it for ourselves. Follow the clues to learn more and have a go at the fun activities along the way.



# FINDING OUT ABOUT ADHD

## CLUE COUNTER





**CLUE  
NUMBER  
ONE**

**THE ANSWER IS IN  
YOUR BRAIN.**



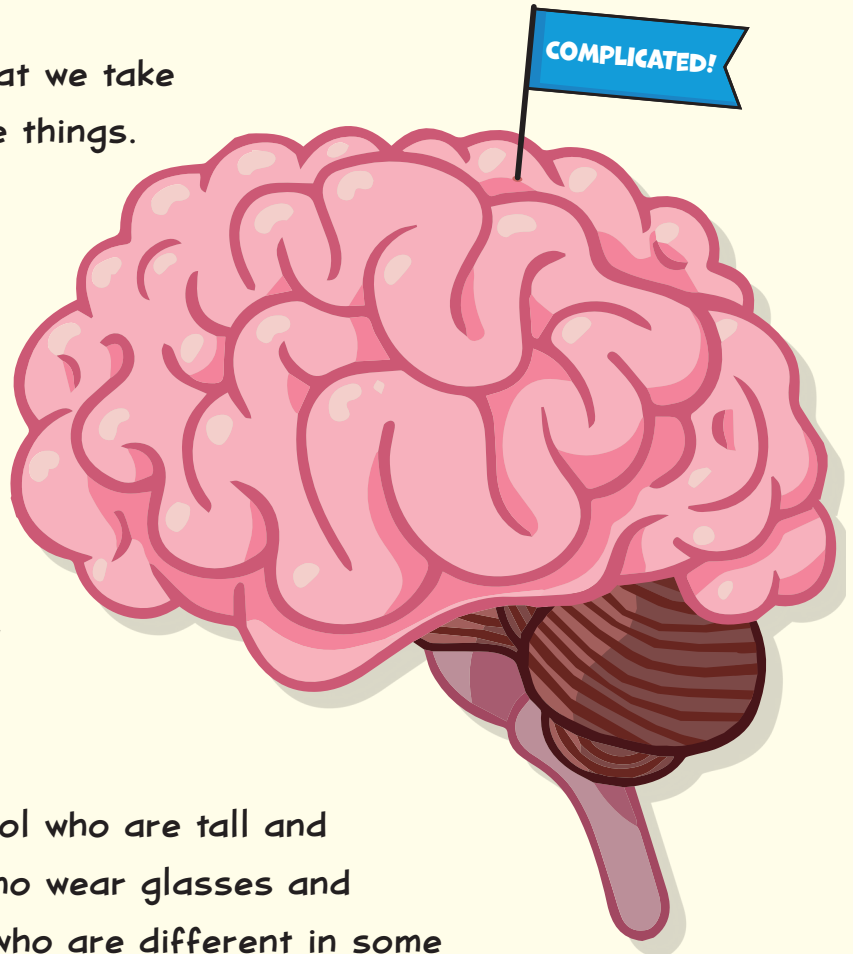
Your brain is a machine in your head that helps you to do lots of different things like paying attention, remembering what you have to do and what time it is. Our brain also helps us to work out what is a big problem, a medium problem or a small problem. Our brain also helps us when we feel scared, upset or angry. This is called *Managing your emotions*.

Our brains can even do all of those things at the same time because brains are very complicated machines!

But sometimes, ADHD can mean that we take more time than others to do these things.

You can pay attention, remember things and manage your emotions, it just might take you a little bit longer. Have you ever been in a traffic jam when you are on the school bus or in your parent's car? If so, you know that you will get to your destination in the end, it just might take longer than you thought.

You will know children in your school who are tall and children who are short, children who wear glasses and others that don't. We see people who are different in some way all around us, every day.



Having ADHD doesn't make you less intelligent or talented than your school friends. ADHD does not mean you are better than someone else. 1 in 20 children and adults have ADHD, so there will be someone in every class in school like you. ADHD is not a bad thing or good thing - ADHD is just another difference. There is no one else in the world that looks like you or sounds like you. That's the fun part, because we are all different in some way. You are even different from someone else who has ADHD because everyone is not the same.

## ACTIVITY NUMBER 1

Find out how ADHD affects you.

Tick off if you feel any of these sentences describe you:

- I sometimes find it hard not to shout out in class.
- I have trouble listening sometimes.
- I feel stressed when I have to do more than one thing at a time.
- I can concentrate for a long time when it is something I am interested in.
- I lose my temper easily.
- I have to move a lot.
- I have lots of thoughts all the time.
- I often lose things and forget where I put them.
- I find sitting still difficult.
- I take a long time to get started on my work in school.
- I get distracted a lot in class.

Well done, we have solved the first clue. We have learned that ADHD is in the brain, how it affects you, that not everyone who has ADHD is the same and that being different is okay because everyone is different in their own way.

# CLUE NUMBER TWO

ADHD IS JUST ONE PART  
OF WHO YOU ARE.



ADHD stands for *Attention Deficit Hyperactivity Disorder* but these words don't define you. You have many qualities. Can you think of words that describe you?

## ACTIVITY NUMBER 2

### What about your name?

See if you can think of a word to describe your qualities starting with each letter of your name. You can ask someone to help you if you wish. Here's an example for our friends who are called Ewan, Angela, Selima and Harry:

**E**nergetic

**A**ngelic

**S**pecial

**H**appy

**W**onderful

**M**ature

**E**xpressive

**A**ble

**A**dventurous

**I**nspiring

**E**asy-going

**R**eliable

**N**eat

**R**adiant

**T**houghtful

**R**igorous

**A**thletic

**A**ctive

**Y**outhful

Now try it with your name:

.....

.....

.....

.....

.....

Now try it with the letters ADHD:

**A** .....

**D** .....

**H** .....

**D** .....

Congratulations, we now know what the letters ADHD mean and we have learned that this is one part of who you are and that you are made up of many qualities.

# FINDING OUT ABOUT MYSELF

**CLUE COUNTER**



**CLUE  
NUMBER  
THREE**

**UNDERSTANDING ADHD  
MEANS UNDERSTANDING  
MYSELF.**



**DO YOU UNDERSTAND YOURSELF? DO YOU KNOW WHAT YOU ARE GOOD AT?**

**ACTIVITY NUMBER 3**

Write a number in the circle next to each line.

You can only write the numbers 1, 2 or 3.

**1** means "I'm not very good at that."

**2** means "I'm okay at that."

**3** means "This is me, I'm wonderful at that!"

- |  |   |
|--|---|
| <input type="radio"/> Being kind to people   | <input type="radio"/> Building things.      |
| <input type="radio"/> Talking to people.     | <input type="radio"/> Dancing.              |
| <input type="radio"/> Running fast.          | <input type="radio"/> Doing maths.          |
| <input type="radio"/> Cooking.               | <input type="radio"/> Trying new things.    |
| <input type="radio"/> Being brave.           | <input type="radio"/> Watching television.  |
| <input type="radio"/> Drawing and painting.  | <input type="radio"/> Using my imagination. |
| <input type="radio"/> Having lots of energy. |   |

Have we missed anything? Write down anything that you are good at that is not in the list.

.....

.....

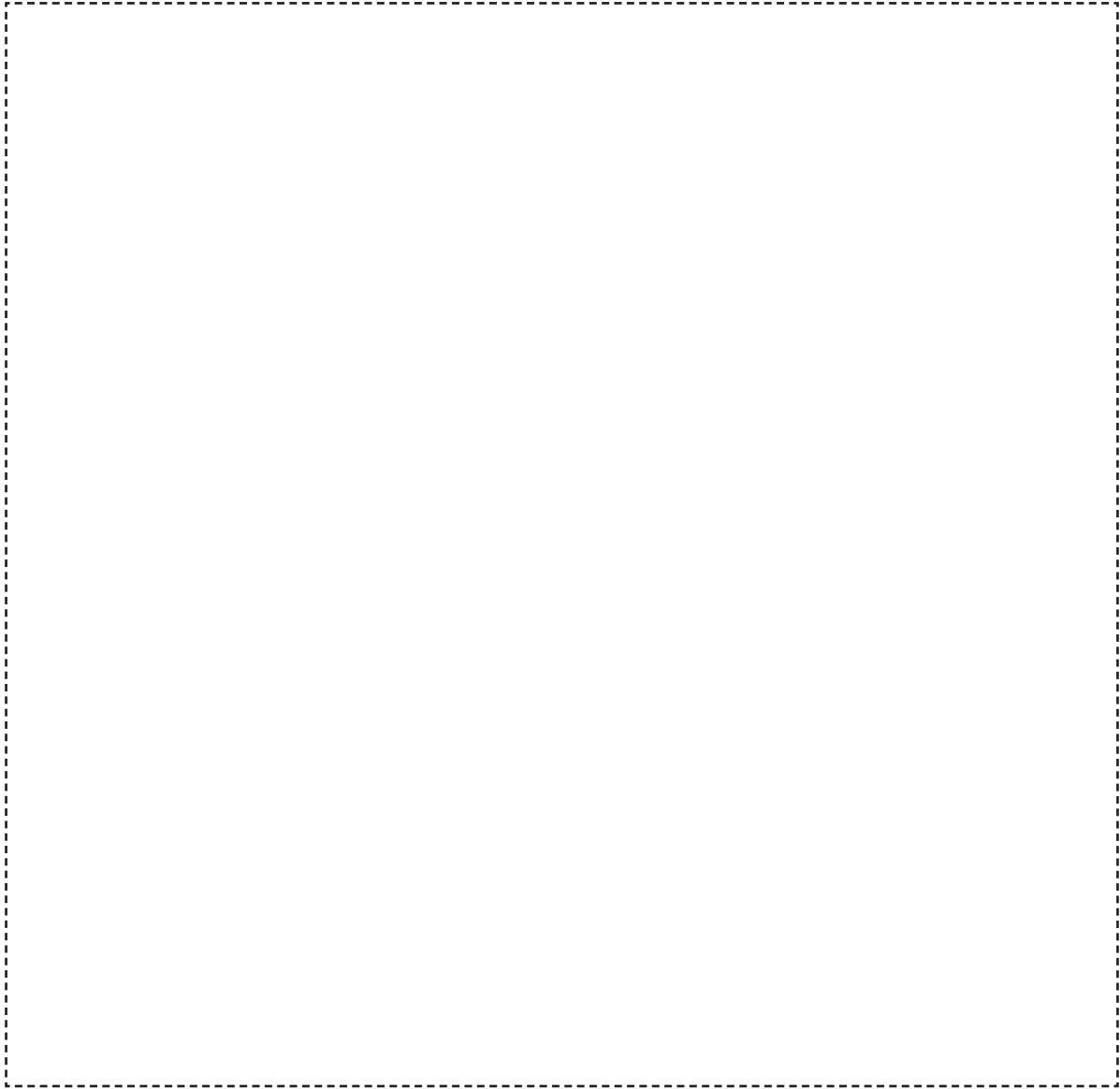
.....

.....



## ACTIVITY NUMBER 4

Ask your family members, friends and/or your teacher to fill in the box below with some things you are good at!



Is there anything you can work on?

You might watch children in school who can do some things very easily and you might think to yourself, "I wish I could do that." Do you ever think like this? If you do, that's okay! Understanding what we need to work on is also a part of understanding ourselves.

# ACTIVITY NUMBER 5

Which of these statements describe you? Tick off any of them where you think, "Yes that's me!"

- I want to do better in school.
- I want to be a better friend.
- When I feel angry, I shout and yell.
- When I find it difficult, I give up and stop trying.
- I get bored easily.
- I find it hard to remember things.
- I cry a lot.
- I find it hard to concentrate on my work in school.
- If I'm not interested in something, I won't bother with it.
- I don't like waiting for my turn.
- I get into trouble a lot in school.
- I find it difficult to pay attention.
- I think everyone is making fun of me a lot.

**HAVE YOU MISSED ANYTHING?** Write down anything you can work on that is not in the list.

.....

.....

.....

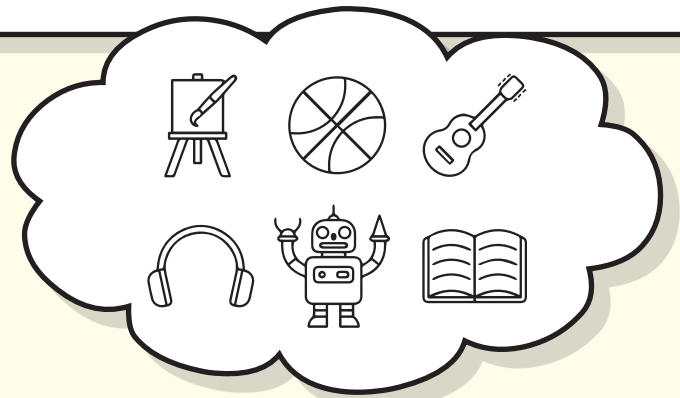
.....

.....

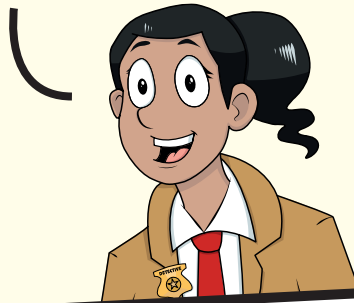
.....

So far, so good. We are very pleased with your work so far.

You have solved a lot of clues about ADHD and about yourself. You know that you have many talents, interests and good qualities. You also know that there are things that you can work on because of how ADHD affects you. Good work, now go and have a break.....



**WELCOME BACK!**



**FINDING OUT  
ABOUT ADHD  
AND ME**

**CLUE COUNTER**



**DON'T BE AFRAID, YOU CAN MANAGE YOUR ADHD!**

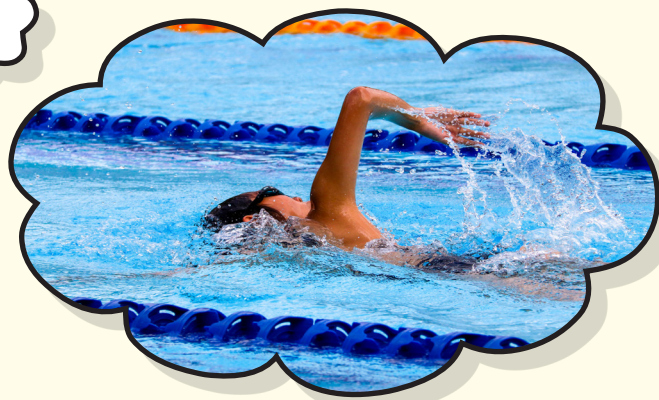


**CLUE NUMBER FOUR**

It can be scary to get a diagnosis of ADHD. You might not understand it all and you may be afraid of what other people might say about you or that you won't be able to do certain things. This is normal! We had all of those thoughts when we were diagnosed. You may get upset or frustrated when you don't succeed at times in school. Everybody feels like this sometimes. You can overcome these feelings if you think about a time when you have got better at something.

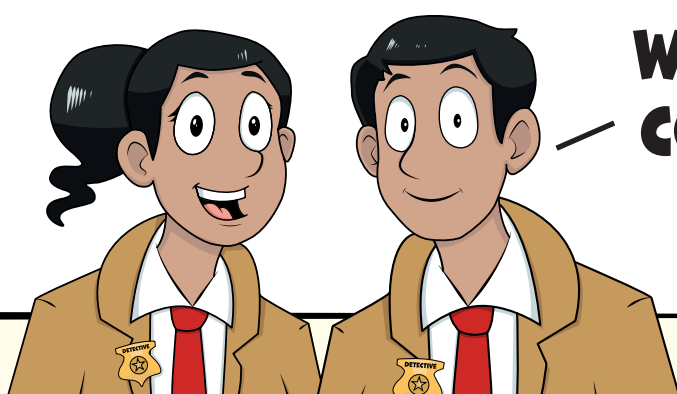
## **RUBEN SAYS**

I remember when I first learned to swim. At first, I needed a lot of help and kept dropping to the bottom of the swimming pool but I kept trying and I practised a lot. I watched others and took lessons and now I am excellent swimmer. Think about a time when you weren't good at something and now you are better because you tried, you practiced and you didn't give up. This is called *Resilience*.



# ACTIVITY NUMBER 6

Can you think of an activity that you weren't very good at when you first tried it, and now you are much better at it? Draw a picture of yourself doing this activity in the box below.



**WE KNEW YOU  
COULD DO IT!**

**WE CAN FEEL OUR EMOTIONS IN OUR BODIES.**



**CLUE  
NUMBER  
FIVE**

We can feel many emotions and sometimes we don't understand why. Our emotions can, at times, feel really big.

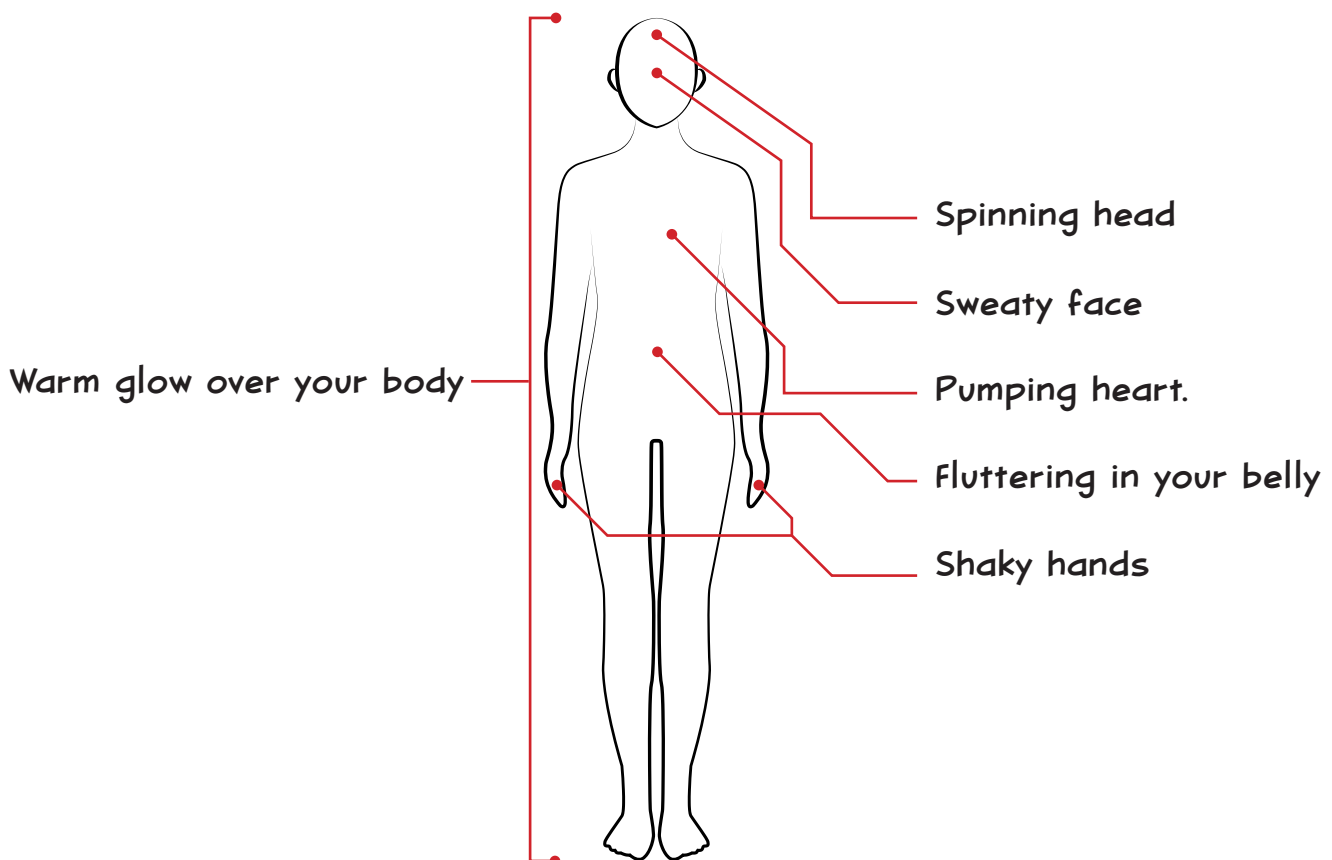
Can you remember the last time you felt very excited, maybe when you received a gift or found out when you were going on a trip or a holiday.

## ACTIVITY NUMBER 7

### Recognising our emotions.

What did it feel like? Do you recognise any of these feelings in your body?

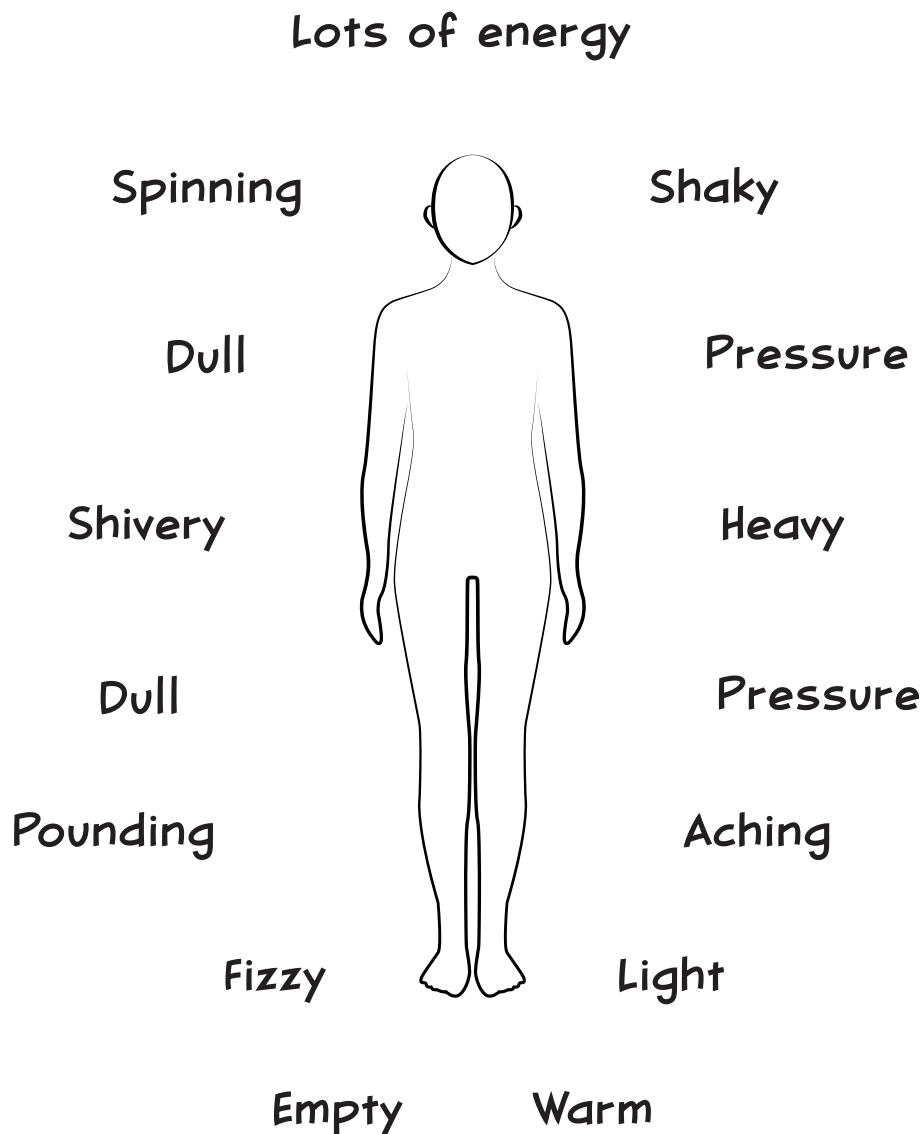
Draw a circle around the feelings that you can remember.



Now we know that we can feel our emotions in our bodies, what does it feel like when we are angry, upset or sad. Can you remember a time when you felt angry, upset or sad?

## ACTIVITY NUMBER 8

Draw a circle around any of the words that you recognise when you have felt angry, upset or sad.





**OUR EMOTIONS CAN  
MAKE US DO THINGS  
WITHOUT THINKING**



**CLUE  
NUMBER  
SIX**

I remember one day when I was at school, my best friend, Georgie was not in school and I had to sit next to Veronica who was very naughty and always in trouble with the teacher.

We were doing some Maths and it was very hard. Veronica was teasing me because I didn't know the answers. Veronica kept teasing me and wouldn't stop. I got angry with her. I felt very warm, my heart was pounding and I was breathing very quickly.

I remember that Veronica took my pencil and wouldn't give it back to me so I took her Maths book and I ripped the page out of it and threw the book on the floor. The teacher was really cross with me and told me to go and stand outside. I had to stay in during break when all my friends were outside playing football.



# ACTIVITY NUMBER 9

What sort of things make you angry, frustrated or sad?

Tick off any of these situations that you recognise.

- Being told to come inside by my mum or dad when I want to carry on playing outside.
- Being told that I have to stop watching television or playing on my computer.
- When I don't understand my homework.
- When I have to do things because it is what my brother or sister want to do.
- When my friends want to play a game and I want to play a different game.

## CAN YOU ADD ANY OTHERS?

.....

.....

.....

.....

.....

When we know that something makes us angry, frustrated or sad before it happens, these are called "triggers." Triggers can make us feel uncomfortable in our bodies. If we understand our triggers better, then we can find ways to stop the feelings happening. This can stop us from feeling angry, frustrated or sad.

Here are some things we can do to help ourselves when we are triggered to feel angry, frustrated or sad.

**✗ SHOUT**

**✓ COUNT TO TEN**

**✓ TAKE DEEP BREATHS**

**✗ HIDE**

**✗ THROW SOMETHING**

**✓ WALK AWAY**

**✓ TELL YOU PARENTS OR YOUR TEACHER**

**✗ HIT SOMEONE**

**✓ ASK FOR HELP**

**✓ ASK FOR A HUG**

# ACTIVITY NUMBER 10

What can you do if you feel triggered and start to feel angry, frustrated or sad? Choose four from the list from the last page and draw a picture to go with each in the boxes below:



**WHEN I FEEL.....I COULD.....**



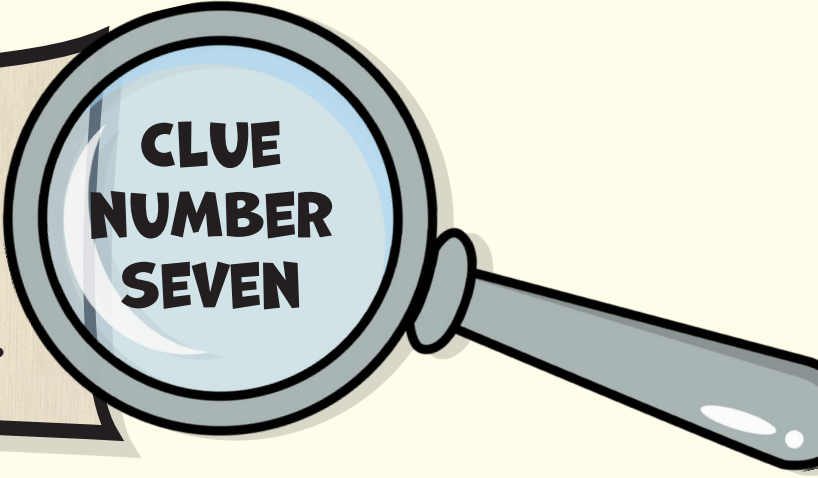
Anger or sadness can be confusing. It's not wrong to feel angry or sad but it is wrong to hit someone or run out of a classroom or throw things when we feel angry or sad. If we know our triggers, then we can know when we may feel angry or sad, but not always. Anger or sadness can strike at any time. It is important to have a few "tools" to help us to stay calm in that moment.



**TOP TIP!**

## **SOME EXTRA CALMING TOOLS.**

- Go for a walk and remove yourself from a difficult situation.
- Stop what you are doing and look around. Make a list in your head about what you can see. Count the number of things which are the same, for example, four chairs or three windows.
- Take four slow breaths in, count to four slowly and take four slow breaths out.
- Lower your shoulders, relax your hands and shake them and relax your face.
- Sing your favourite song in your head.



**WHEN WE FEEL ANGRY,  
FRUSTRATED OR SAD, WE  
CAN FORGET TO THINK  
ABOUT HOW OTHER  
PEOPLE MIGHT BE FEELING.**

**CLUE  
NUMBER  
SEVEN**

When you have ADHD, you can sometimes do things very quickly. This can be even quicker when you are feeling angry, frustrated, scared or sad. When we do this, we can forget to think about those around us. Sometimes, this can cause other people to become upset.

# ACTIVITY NUMBER 11

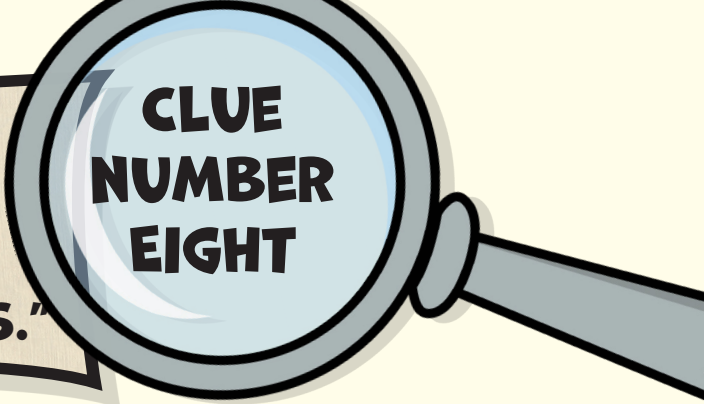
Let's start with thinking about the people who are most important to us. Write their names or draw a picture of those people in the box below. This can include family members, friends or teachers.

**PICK THREE NAMES FROM THE BOX ABOVE**

# ACTIVITY NUMBER 12

Think of three words to describe each person. You can chose from the list below and draw a circle around the word or think of some other words and write them in the box below:

- |                  |                      |               |
|------------------|----------------------|---------------|
| <b>FRIENDLY</b>  | <b>CONFIDENT</b>     | <b>LOVING</b> |
| <b>QUIET</b>     | <b>BRAVE</b>         | <b>CARING</b> |
| <b>ENERGETIC</b> | <b>CHATTY</b>        | .....         |
| <b>FUNNY</b>     | <b>WELL BEHAVED</b>  | .....         |
| <b>SHY</b>       | <b>KIND</b>          | .....         |
| <b>NICE</b>      | <b>LOUD</b>          | .....         |
| <b>CLEVER</b>    | <b>GOOD LISTENER</b> | .....         |



**WE CAN FIND OUT HOW OTHER PEOPLE ARE FEELING BY "WALKING AROUND IN THEIR SHOES."**



I don't mean that you have to put on the shoes of your friends or teachers! This means that we can take a few seconds to imagine how somebody else might be feeling. This is called Empathy. We can do this sometimes before we speak. This is a good thing to do because it will help us to have better relationships with others and this can help you to feel more confident around other people.

Let's try using Empathy. First of all we have to imagine.....

The next time that your mum is frustrated because you have forgotten to tidy your bedroom, ask yourself: What is mum feeling right now?

Or if your teacher isn't happy that you are talking to your friend when she is talking to your whole class, ask yourself: What is Miss feeling right now?

## ACTIVITY NUMBER 13

Now have a go at these:

You have been picked for a sports team in school and your friend hasn't. How do you think your friend feels?

.....

.....

.....

You told your dad that you would be home at 4pm and you don't arrive until 5pm?

How do you think your dad feels?

.....

.....

.....

# WELL DONE. YOU ARE DOING VERY WELL.

We have learned all about our emotions:

- How they can feel very big at times and how we can feel our emotions all over our body.
- How our emotions can make us do things without thinking.
- How we can calm ourselves and manage our emotions.
- How our emotions can be hard for other people around us.
- How we can think about the feelings of others and show empathy towards them.

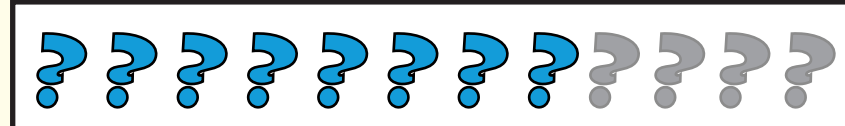


**GOOD WORK, NOW GO AND HAVE A BREAK...**



**HELPING YOU TO  
FOCUS AND  
LISTEN.**

**CLUE COUNTER**



We all find it hard sometimes to pay attention. When our brains are interested in so many things all around us, it is easy to forget what we are supposed to be doing. This can happen a lot in schools if you have ADHD. We are focusing, we are just focusing on too many things all at once.

Can we learn to focus on one thing at a time? **YES WE CAN!**

When we pay attention to too many things at once, we can find it hard to remember where we are up to and to finish tasks. This can make us feel bored easily in lessons and we can then distract others.

## **HYPERFOCUS**

Have you been told you have problems with your attention – but can focus on one thing too much that you forget what is going on around you?

You might find this confusing. Don't be confused, this is called hyperfocus and lots of people with ADHD do this. Hyperfocus happens when you are really enjoying something and find it very interesting. This will explain why you can concentrate on one activity easily and find it more difficult to concentrate on other activities.

## **ACTIVITY NUMBER 14**

### **What do you hyperfocus on?**

Which activities do you find it very easy to pay attention to? Write a list in the space below:

.....

.....

.....

.....

.....

.....

.....

.....

# ACTIVITY NUMBER 15

When you feel bored and lose your attention, what do you do?

Tick off the sentences that you recognise for yourself.

- I start to move a lot more.
- I get up and walk around
- I swing my legs from side to side.
- I want to play with objects that are nearby.
- I start to make noises.
- I tell everyone nearby that I am bored.
- I talk about other things.

What sort of activities are more likely to make you lose attention and feel bored? Write some down below!

.....

.....

.....

.....

.....

## TOP TIP!

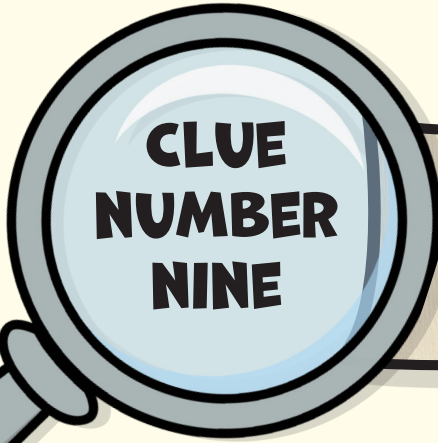
When you find your brain is going too fast and you are paying attention to everything around you and not one thing, use **STOP AND BREATHE**.

This will also help if you have been busy working and your teacher asks the class to stop and listen or when you have to change from one activity to another.

# STOP AND BREATHE

- 1** Sit on your chair with your back straight and your shoulders firmly against the back of the chair.
- 2** Put both of your feet on the floor. You can place something on your feet to keep them on the floor. A book can be good for this.
- 3** Breathe in slowly and breathe out slowly three times while looking at your teacher. Concentrate on the sound and feeling of your breathe going in and out.

This will help you to feel more relaxed as well. You could tell your teacher about this so that they will see you and know that you won't be listening until you have finished your three breathes.



**CLUE  
NUMBER  
NINE**



**PLAYING GAMES CAN HELP  
YOU TO PAY ATTENTION AND  
CONCENTRATE MORE.**



There are many Games that you can play in your free time and with your friends and family that will help you to focus and concentrate:

## THINKING GAMES

Crossword puzzles, jigsaw puzzles and card games such as 'Memory' and 'Uno' will help you to pay attention to words, numbers and pictures. Picture puzzles are also good, especially those where you have to look for things that are 'wrong' in the picture or look for hard-to-find objects.

## STORYTELLING GAMES

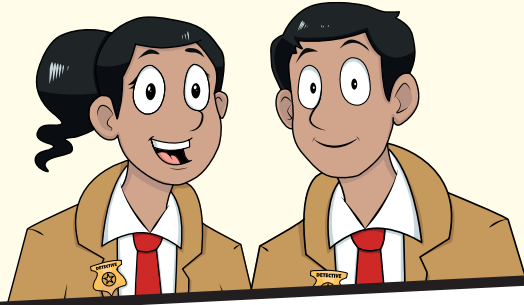
One person starts with the beginning of a story, such as 'I went to the shop and I bought a tomato'. The following person repeats the story and adds an item: 'I went to the shop and I bought a tomato and a newspaper'. This sequence carries on until someone forgets an item!

## **"SIMON SAYS"**

This is a copying game but you have to really concentrate so that you can follow the instructions. One person is assigned to be 'Simon' and gives instructions like 'Simon says... pat your head', and the other players must do that action. However, if 'Simon' issues an instruction without saying 'Simon says' first, anyone who does the action is out!

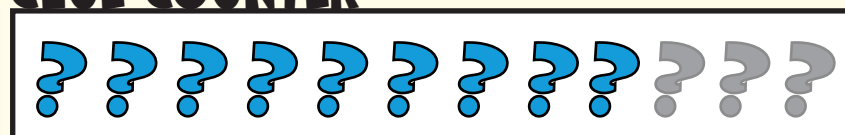
## **ACTIVITY NUMBER 16**

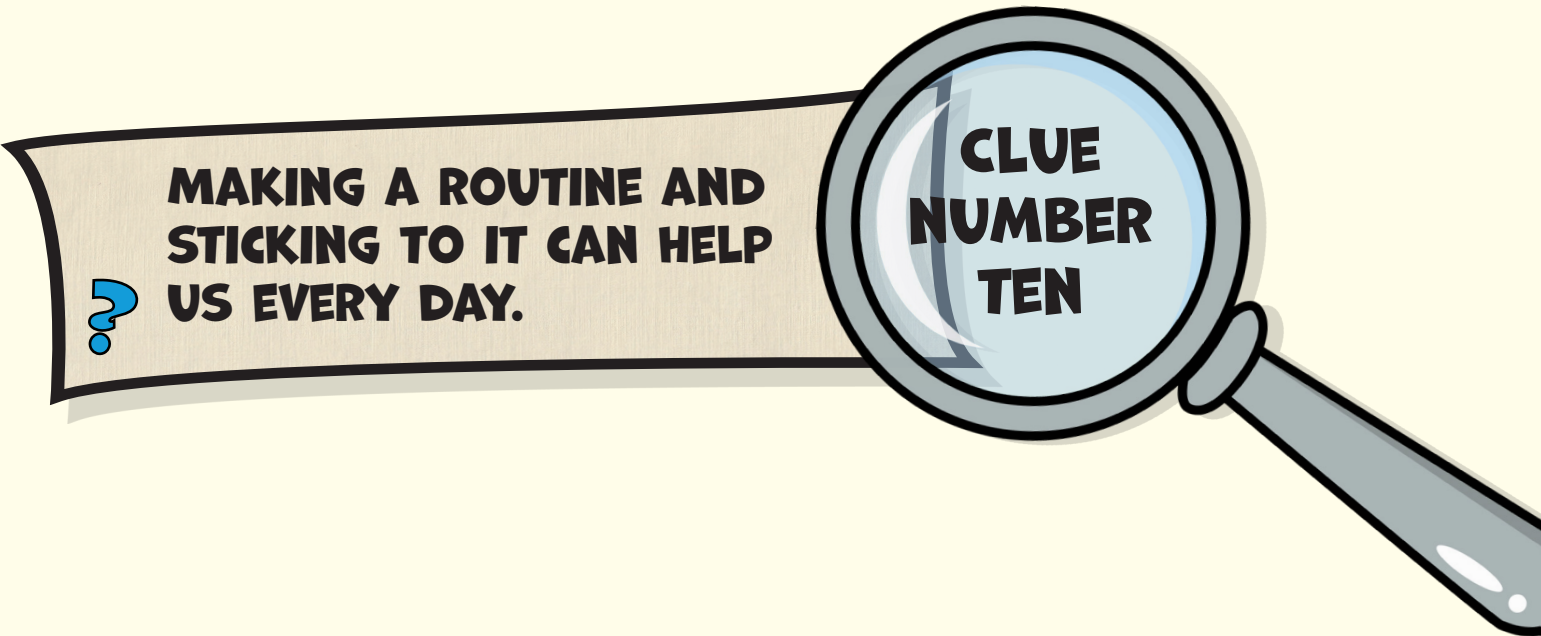
What other games do you play that help you to focus and pay attention? Write the names of the games in the box below:



**MAKING  
ROUTINES TO  
HELP US HAVE  
SUCCESS EVERY  
DAY.**

**CLUE COUNTER**





**MAKING A ROUTINE AND  
STICKING TO IT CAN HELP  
US EVERY DAY.**

**CLUE  
NUMBER  
TEN**

Now that we know that we can get easily distracted when we have ADHD and can find it hard to pay attention to activities that we might not enjoy, we can help ourselves by having a structure and routine to keep us on course. Think about a tree. A tree has lots of roots underground that we can't see. Without this foundation, the tree would fall over. Everyone needs good foundations. When we have ADHD, these foundations and routines in our lives every day can be important for our happiness and success. We can have a routine in the morning when we wake up and, in the evening before we go to bed.

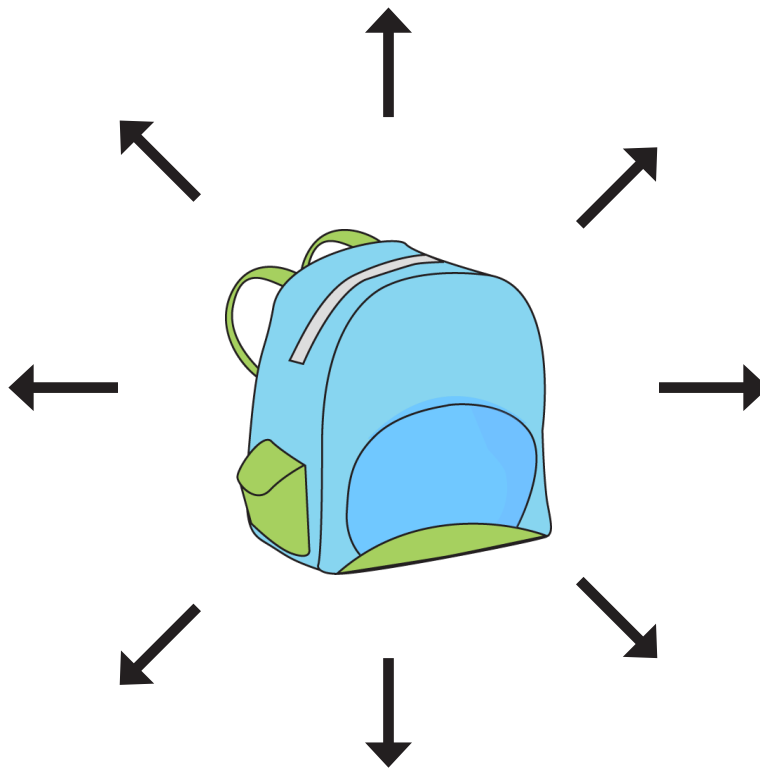
## **A MORNING ROUTINE.**

In the morning, you can:

- Place your alarm clock next to your bed but not too close- you don't want to be able to turn it off and go back to sleep when you need to get up for school!
- If you want your parents to wake you up, how would you like them to do this? Gently shake you by the shoulder? Stroking your face? Tell your parents what you would like so that you wake up feeling relaxed and not stressed.
- Get ready the evening before. Write a Memory list of everything that you need to have in your school bag and put the list on the wall in your bedroom.

## ACTIVITY NUMBER 17

What would be on your Memory list? Fill in the diagram below:



### TOP TIP!

#### MAKE A MORNING POSTER

This is a picture of all of the things that you have to do in the morning so that you don't forget anything. Put this up on the wall in your bedroom as well.



## **AN EVENING ROUTINE.**

In the evening, you can:

- Pack your school bag and lay out your school uniform so that you don't have to do too much in the mornings and you won't forget anything.
- Make sure that you get a good sleep every night. Some people with ADHD can find it hard to get to sleep and wake up feeling tired in the morning. We can find it difficult to stop our brains from thinking about lots of things and this can stop us from getting to sleep.
- Do some exercise in the evening after you get home from school. This will help you to feel more tired when you go to bed. It can be as simple as running around outside, doing star jumps or running on the spot!
- Before you go to bed, you could have a warm bath, try some stretching or light breathing exercises or read quietly. These can all help you to feel more tired.
- Go to bed at the same time and talk to your parents about having a set time every day that your bedroom lights are turned off.
- When you are lying in bed, it can help if you close your eyes and focus on the different parts of your body and feel them relaxing whilst you breathe slowly.

# ACTIVITY NUMBER 18

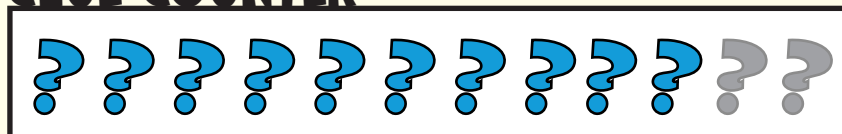
## Your sleep diary

Keep a Sleep diary for a week. This will help you to remember what you did to help you to sleep and how well they worked. Here is an example:

	What did I do to help me to go to sleep?	What time did I go to sleep? <small>(you can ask your parents to help you with this)</small>	What time did I wake up?
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

**HELPING YOU TO  
BE A SUCCESS AT  
SCHOOL.**

**CLUE COUNTER**



## CLUE NUMBER ELEVEN

WE CAN HELP OURSELVES AT  
SCHOOL BY BEING PREPARED.



We know that if you have ADHD, you can find it difficult to remember things and to pay attention to activities that we have to do when we would rather be doing other things. A good example of this is Homework. Do you sometimes forget what homework you have and when you have to complete it? Do you find it difficult to get started?

## ACTIVITY NUMBER 19

Create a Weekly homework poster to put up in your bedroom. When you are given homework by your teacher, remember to write down as much information that you can about what the homework is and the date when you have to finish it and give it to your teacher. Now that you know what homework that you have for the week, you can begin to work out when you can do it. You can then put this information on to your poster.

Here is an example:

	<b>MONDAY DATE:</b>	<b>TUESDAY DATE:</b>	<b>WEDNESDAY DATE:</b>	<b>THURSDAY DATE:</b>	<b>FRIDAY DATE:</b>
<b>ENGLISH</b>		Read Chapter four			
<b>MATHS</b>			Finish the problems on the worksheet.		
<b>SCIENCE</b>	Answer the questions on page 8				
<b>GEOGRAPHY</b>				Revise for the test on Rivers	
<b>SPANISH</b>					Finish writing the letter to your penpal

**WE CAN HELP OURSELVES BY MAKING PLANS.**



**CLUE  
NUMBER  
TWELVE**

Some work in school can feel too much, you can feel overwhelmed and don't know where to start. This can make some of us give up or we take too long starting that we don't have enough time left to finish. Do you recognise this?

There are ways that you can help yourself in this. Firstly, talk to your teacher about this and then try the **ABC PLAN**.

**ABC** stands for **ALWAYS BREAK CHUNKS**. The ABC Plan has three stages. Let us imagine that you have been asked by your teacher to write what you have learned about ADHD in three paragraphs.

### **STAGE ONE**

Always have an overall goal. In this example, your goal is to complete all three paragraphs and to make sure that you have remembered everything that you know about ADHD. It would help to write a list of everything that you can think of to include in the three paragraphs before you start writing.

### **STAGE TWO**

Break your goal down into smaller goals. Group the ideas in your list into ideas that go together, for example, you might put all of your ideas about how ADHD can affect you in school into one group, how ADHD can affect you at home into another group and then how ADHD can affect your friendships into a third group. You now have the plan for your three paragraphs.

### **STAGE THREE**

Chunk your ideas into an order. Chunking means putting ideas together with other ideas. Start with the first group which will be your first paragraph. Put your ideas into an order. Start by thinking, what is the most important idea that you think somebody would want to read? Follow this with the second most important idea and so on. When you have the order for the three paragraphs, you are ready to start writing!

You could ask your teacher if you can put the ABC Plan into a chart that will help you to remember where you are up to and so that you don't forget anything. Here is an example:

**ABC= ALWAYS BREAK CHUNKS.**

**A.** Always have an overall Goal. My goal is to:

.....

.....

.....

.....

**B.** Break your goal down into smaller goals:

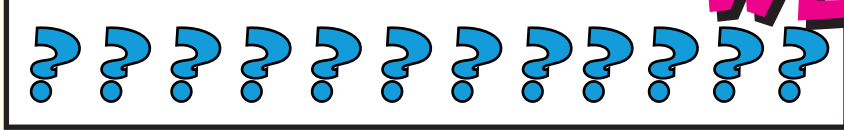
IDEAS FOR GROUP ONE	IDEAS FOR GROUP TWO	IDEAS FOR GROUP THREE
1:	1:	1:
2:	2:	2:
3:	3:	3:
4:	4:	4:
5:	5:	5:

**C.** Chunk your ideas into an order:

Rearrange the ideas within each group into the order that you want to write them in each paragraph.

IDEAS FOR GROUP ONE	IDEAS FOR GROUP TWO	IDEAS FOR GROUP THREE
1:	1:	1:
2:	2:	2:
3:	3:	3:
4:	4:	4:
5:	5:	5:

## CLUE COUNTER



# WELL DONE!!

Well done, you have worked through the twelve clues and we hope that you enjoyed doing the activities. You have achieved a lot.

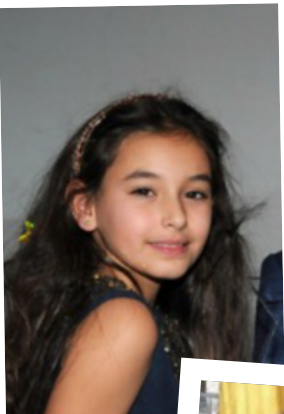
## YOU HAVE LEARNED ABOUT:

- What ADHD is.
- How ADHD affects you.
- How you can understand your emotions.
- How you can understand how other people feel.
- How you can help yourself to pay more attention and be organised both at home and at school.



Now reward yourself by doing an activity that you really enjoy. But before that, we want you to find out all about Detectives Ruben and Elena.

"We are Ruben and Elena Evans-Guillen and we both have ADHD."



We are not only detectives but we are also active fund raisers for charities across the North of England and abroad.

Since 2017, we have undertaken over 150 physical activity events. Many of these events have been charity runs which has directly contributed to helping dozens of charities, including the Children's War at Warrington hospital, the National trust, the Stroke association and the ADHD Foundation, the Neurodiversity Charity. We have run in parks, forests, on a beach and up a mountain!

If you want to find out how you can get involved and raise funds like Ruben and Elena, contact [info@adhd.foundation.org.uk](mailto:info@adhd.foundation.org.uk)



info@adhdfoundation.org.uk

0151 541 9020

54 St. James Street  
Liverpool  
L1 0AB

## THANK YOU

We hope you have found this booklet helpful. You can also have the booklet read back to you by viewing electronically on the following website links:

[www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)

[www.borntobeADHD.co.uk](http://www.borntobeADHD.co.uk)

Designed by  
*Mint Car*  
CREATIVE  
[mintcarcreative.co.uk](http://mintcarcreative.co.uk)

This educational booklet was initiated and funded by Takeda. All material has been developed and delivered by the ADHD Foundation and reviewed by Takeda for factual, medical accuracy and compliance with the ABPI Code of Practice. Job Code: C-ANPROM/UK/ADH/0031. Date of preparation: March 2022.

