



# EXAMPLES OF ACTIVITIES TO WORK WITH CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

## EJEMPLOS DE ACTIVIDADES PARA TRABAJAR CON NIÑOS CON TRASTORNO POR DÉFICIT DE ATENCIÓN E HIPERACTIVIDAD

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### Abstract

According to the "Curriculum for the school library", Ferrer, Alfonso, Alejo and González (2011) this serves the interests of children and teachers, of educational institutions below the university, based on study programs, recreation and in some cases pedagogical improvement. Therefore, one of the functions of the librarian is to teach activities according to the teaching-educational process, taking into account the grades, as well as the individual differences of the children. Sometimes it is difficult to fulfill this important function when in a group there are children who present Attention Deficit Hyperactivity Disorder (ATTENTION DEFICIT HYPERACTIVITY DISORDER). Therefore, research is carried out on this subject to propose activities with actions in order to facilitate this function of the library professional, who must - like any teacher - educate children. Because this intellectual professional to develop a quality work must know well the characteristics of his children in order to transmit knowledge, values, and everything that is necessary to prepare them for the future.

**Keywords:** actions, activities, school library, children, attention deficit

### Resumen

Según el "Currículo para la biblioteca escolar", Ferrer, Alfonso, Alejo y González (2011) esta sirve a los intereses de niños y maestros, de instituciones de enseñanza inferiores a la universitaria, en función de programas de estudio, de recreación y en algunos casos de la superación pedagógica. Por lo cual una de las funciones del bibliotecario es impartir actividades según el proceso docente-educativo, teniendo en cuenta los grados, así como las diferencias individuales de los niños. A veces resulta difícil cumplir esta importante función cuando en un grupo hay niños que presentan Trastorno por Déficit de Atención e Hiperactividad (TRASTORNO POR DÉFICIT DE ATENCIÓN E HIPERACTIVIDAD). Por lo cual se realiza una investigación al respecto para proponer actividades con acciones en aras de facilitar esta función del profesional de la biblioteca, el cual debe - como cualquier docente - educar a los niños. Pues este profesional intelectual para desarrollar un trabajo de calidad debe conocer bien las características de sus niños para así transmitirle conocimientos, valores, y todo lo que se deba para prepararlo para el futuro.

**Palabras claves:** acciones, actividades, biblioteca escolar, niños, trastorno por déficit de atención e hiperactividad

### Introduction

The library is -according to the "Curriculum for the school library" (Ferrer et.al, 2011) - the organized collection of books and printed serial publications, or any other document that may be graphic or audiovisual. Its services facilitate the

use of these documents by users for informational, research, updating, educational or recreational purposes. It constitutes a guiding center for bibliographic information. A place where informative editions are prepared and published. It provides information according to the selective principle, which allows specialists to be supplied with the most current information.

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For the reasons mentioned above, the librarian is the professional in charge of providing users with a reference service, which consists of meeting the needs of users, including, if it is a school library, all children, teachers, and non-teaching staff who require the assistance of the librarian. It also constitutes a reference center at the service of the community, making all the funds it has available to anyone who comes to it with an information need, such as books, serial publications, non-conventional documents such as maps and plates, articles from the Information Registry, as well as audiovisual media.

The library has several functions that are stated in (Decree Law 271 of the libraries of the Republic of Cuba, 2010) among which are: research and the dissemination of culture, supported by programs to promote reading and training of readers or users.

As explained above, one of the functions stated in (Decree Law 271 of the libraries of the Republic of Cuba, 2010) is to promote and support development programs aimed at the training of readers, for which the school librarian provides reading promotion activities forencourageIn every child the desire to read books, as the main fund of the school library - as the National Apostle José Martí said: "A book, even if it is from another's mind, seems like something born from oneself and one feels improved and enlarged with each book." (Ramiro Valdés Galarraga, 2012) Although the love of reading is promoted, reference is also made to other sources of information such as serial publications.

Sometimes it is difficult to provide activities with the highest quality because some children have Attention Deficit Hyperactivity Disorders (ADHD), which is why it is necessary to know the characteristics of these children in order to carry out satisfactory work with them from the school library.

### Development

In (Decree Law 271 of the libraries of the Republic of Cuba, 2010) the qualities and characteristics that the librarian must possess are expressed: knowledge of the library, its collections and resources; the ability to select, organize and preserve internal documentation; management of the stages of the information life cycle; the ability to serve users and their interests; etc.

The librarian must fulfill several functions, among which is to have organized the collection of books that are under his custody, for whichThe librarian carries out the physical preparation process of the book by means of its technical reading to arrive at the correct classification, thus putting the corresponding stamps, the label, making the card game, the registration of the book in the Library Acquisition Register, the registration in the Nominal Inventory, as well as the

sum of title and volumes in the Numerical Inventory, finally it is placed on the shelf. In the same way, he organizes the magazines, the Plate Register, the Information Register, audiovisual media, in short, all the funds of the school library. The librarian must do an optimal job as a teacher of educating from an early age. Taking into account the phrase by Martí: "To educate is to deposit in each man all the human work that has preceded him: it is to make each man a summary of the living world, until the day he lives, it is to put him at the level of his time so that he floats above it and not leave him below his time with which he will not be able to stay afloat; it is to prepare man for life" (Ramiro Valdés Galarraga, 2012).

The catalogue is a tool that allows the librarian to locate the book he or she needs quickly and easily, as it provides information about the library's content. The library also hosts exhibitions and is a stage for cultural activities. The reference service is provided to make the library's collections available to users to meet their information needs.

The librarian teaches activities in accordance with the Curriculum for the School Library (Ferrer et.al, 2011) and must take into account the grades and educational programs of each of the teachings. To do so, he/she must be included as part of the teaching-educational process, radiating culture, transmitting values, teaching children the corresponding technical work. That is why he/she participates in technical councils and methodological preparations, which guarantees the librarian's preparation, and in this way, the quality of the teaching-learning process of the children.

Teaches activities, as well as theSupplementary Reading Program "Reading: a source of knowledge", in which she uses methods and techniques to promote and encourage reading to get children to see reading as a source of knowledge and pleasure. In this way, she transmits a love of reading, which makes those who enjoy it grow intellectually.

The Library Science Interest Circle is also held, where children are taught in a fun and simple way about the technical work of the library, explaining topics such as: the label, serial publications, library sections, the laminar, the Information Register, catalogues, etc.; thus encouraging members to love this profession from an early age. Competitions are also promoted.

But, without a doubt, as explained above, a very important function of the librarian is to provide activities for children. To do this, he/she works with the School Library Curriculum (Ferrer et.al, 2011) taking into account the interests of children according to their ages, since during the course of their psychophysical evolution they go through different stages of development, correspondingeach of them has specific interests that predominate in their tastes and hobbies for literature.

In the book "School Library" [Vázquez, García, Chantez, Rubio \(1975\)](#) the stages that children go through according to their psychophysical evaluation are shown. Which are:

Early childhood: from birth until they are about three years old

Second childhood: from three to seven years old.

Third childhood: from seven to twelve years.

Adolescence or heroic-romantic age.

There are children who show interest in other readings outside the age range to which they belong, for all of the above reasons this will be taken into account when planning activities, since tastes vary depending on age.

The library professional is a fundamental link for education, a right that is clearly expressed in article 73 of the current ([Constitution of the Republic of Cuba, 2010](#)) which establishes that education is a right of all people and a responsibility of the State, which guarantees free, affordable and quality education services for comprehensive training, from primary education to postgraduate university education.

According to ([Christobal Martinez Gomez, 2017](#)) In the book "Considerations on Emotional Intelligence" playing games with children is a good strategy to capture their attention and maintain good communication with them, given that During the game they learn to listen and take into account the opinions of others, well It must always be considered that - as the National Apostle José Martí said - "Teaching who does not know it?, is above all a work of infinite love," and clearly the librarian must love his profession to do fruitful work ([Ramiro Valdés Galarraga, 2012](#)).

Teachers must be at a high level of development. To do this, they must constantly prepare themselves, be up to date with the national and international context, and foster their culture by reading and informing themselves every day. Because they have a very important role in society: to train the country's future professionals, taking into account the individual differences of children.

Taking into account what was stated by [Traviata K. Mukhina and Nadiesha Cherkas \(1979\)](#) in the book "Lectures on Educational Psychology" the teacher must have scientific training in the worldview, feel love for children, for their pedagogical work, have didactic ability, must be able to make the teaching material understandable and turn the most difficult problems into clear and accessible questions for the student. He must have academic ability, that is, have knowledge, perceptive ability, which consists of penetrating the inner world of his children, expressive ability, which refers to expressing himself clearly and precisely with the help of language. He must have pedagogical imagination, which is that ability to transmit

actions of the educational influence on children, or also that children can project their personality.

Teachers must have authority and must exert uninterrupted influence over their children. They must also have communication skills to relate to children, and they must have developed the essential qualities of attention. Teachers must know how to keep children's attention. They must also have organizational skills to organize groups of children and their own work. They must also have personal qualities, civic qualities, and finally, there is the quality related to their external appearance as a person who shapes the new generations. Teachers teach children good manners.

The teacher, with his or her training, scientific background, attention-getting skills, and abilities, must be able to do an optimal job with children, including, of course, children with Attention Deficit Hyperactivity Disorder.

Taking the above criteria as a reference, the library professional must love children, provide activities where they receive the transmitted knowledge, for which they will express themselves clearly, with a language accessible to all children, they must also have a positive influence on their children, they must have values to transmit them and teach good manners.

According to the criteria of ([Cecilia Osorio Guerra, 2015](#)) in her book "Courtesy and behavior" "courtesy is that set of rules that govern social treatment." Courtesy It is the basis of social relations, it carries implicit categories such as attention, respect, education, decency, decorum, treatment, complacency, kindness, good manners, correctness, etc. The librarian also teaches good habits of courtesy.

There must be a close relationship with the family, and the librarian, of course, also participates in family training schools to guide parents, to know the diagnosis of the children with whom he or she works, taking into account the criteria of the author ([Lourdes María Ibarra Mustelier, 2005](#)) of the book "Psychology and education: a necessary relationship" the academic performance and school behavior of the child are affected by the characteristics of the family and by the continuity of practices at home, in the classroom.

In the book "General Psychology", by ([Zoe Bello Dávila, 2007](#)) the author states that people not only have general features, which are studied by general psychology, but also that they have individual differences, which may be the differences in the properties of the nervous system, individual peculiarities of emotional life and character, as well as the peculiarities of cognitive processes and innate individual capacity.

For the above mentioned reasons, these individual differences will be taken into account when teaching activities to children by the professional who works in the school library. An example of the above is that in the different groups that attend the school library, there may be behavioral disorders in children. Taking as a reference

what is stated in the book *Special Psychology*, volume 2, by *María Teresa García Eligio de la Puente, Guillermo Arias Beatón*, (2006), the teacher must know the origin of the disorder in schoolchildren, as well as have an adequate conception of the diagnosis of child psychological development. This inventive capacity must be had, as pedagogues, in order to work efficiently with schoolchildren who require it.

The causes of altered or incorrect behavior, the conditions and characteristics of the family, as well as the causes of the poor performance of the student must be known in order to implement actions in the activities to achieve maximum performance of the children, also to teach the activities with the highest quality required.

The most frequent disorders in childhood and adolescence according to the book “Family Health”, by the author (*Cristóbal Martínez Gómez*, 2012) are:

- Mental retardation
- Childhood autism
- Dyslexia
- Dysgraphia
- Dyscalculia
- Anxiety disorders
- Childhood depression
- Adjustment disorders
- Sleep disorders
- Eating disorders:
  - Anorexia Lack of appetite
  - Bulimia: overeating
- Elimination disorders
  - Encopresis
  - Enuresis
- Tics:
- Addictions
- Attention deficit hyperactivity disorder (ATTENTION DEFICIT HYPERACTIVITY DISORDER): This is a disease that does not disappear over time. Children's activity varies and is evident in newborns. It is more common in boys. In most cases, a specific cause cannot be determined, but there is a relationship with a genetic disorder, birth injury, prenatal or postnatal CNS disease or injury. Its symptoms include lack of attention, impulsivity and hyperactivity. It manifests itself at school as difficulty remaining seated, the need to move continuously, hasty responses, inability to play quietly, low self-esteem, irascible temperament and emotional lability.

The author of the book *Mental Health for Children and Adolescents* (*Olivia Rodríguez Menendez*, 2006) on pages 128 to 132 in the year 2006 cites an article by Cristóbal Martínez Gómez, in which he states that ATTENTION DEFICIT HYPERACTIVITY DISORDER is a well-defined disorder in children and does not disappear with time. He states that the activity of children varies widely, this is evident in the newborn. The disorder is common and can appear in 3% of children. It is 6 to 9 times more common in boys than in girls. In most cases, a specific cause cannot be determined.

The author suggests that academic failure could be avoided with an early diagnosis and timely treatment. General medicine detects it and manages the family problems that affect the behavior of these children. It is necessary to try to detect it before the child enters school.

Diagnosis is based on the clinical picture and requires the use of medical, psychological, educational and social procedures. It requires a good psychiatric social history that is carried out with diagnostic criteria, which are the following: a child is only considered a symptom if the behaviour that manifests it is more frequent than that usually observed at his/her age, the symptoms must appear before the age of 7, there must be clear clinical evidence of significant alterations in his/her social and academic functioning, etc.

- Distractibility: They often fail to maintain attention to details in schoolwork, games, and other activities. They are forgetful and do not follow instructions, among others.
- Hyperactivity - Impulsivity: They often make unnecessary movements with their hands and feet while sitting, they stand up, they often talk excessively.

In half of the cases, it is detected before the age of 4, but sometimes this occurs when the child starts school. In preschool children, hyperactivity is prominent. In older children, malaise and impatience are prominent. Hyperactivity decreases with age, but difficulty concentrating and attention deficit persist.

Among the complications is failure at school. In adulthood, antisocial behavior. Psychological treatment is required with guidance to parents explaining to them that there is no brain injury. The teacher is advised to sit him in the front row and have him perform simple tasks such as distributing materials, not to sit him near a window and to know that he is not a retarded brat.

Pharmacological treatment is also provided, for example: Amitriptyline, Methylphenidate, etc. In addition, individual and group psychotherapy, attention training, etc. can be used.

In the book entitled *Precisions for the educational attention to primary schoolchildren with special educational needs associated or not with disabilities*, Leyva et al. (2023) explains relevant aspects of Attention Deficit Hyperactivity Disorder, stating that it consists of a pattern of behavior present in many places where it leads to difficulties in performance, social or educational. (A1 or A2) + B+C+D

A1 Has difficulty sustaining attention on tasks or activities, does not seem to listen when spoken to directly, does not follow instructions, fails at schoolwork, and has difficulty organizing tasks and activities, often appearing “spaced out.”

A2 Hyperactivity and impulsivity. Fidgets with hands, taps feet, or squirms in seat. Gets up from seat, runs or climbs in situations where it is inappropriate, acts as if driving a motor, talks excessively, responds in advance, having difficulty waiting his or her turn.

B Various symptoms, inattentive, hyperactive and impulsive, are present before age twelve.

The criteria for disorder are found on two or more devices

D There must be clear evidence that the symptoms interfere with or reduce the quality of social, academic, or occupational functioning.

Attention deficit disorder is characterized by difficulty focusing on a single work or study task, lack of sufficient attention to details, feeling of not hearing, easy distraction for irrelevant reasons, etc.

Hyperactivity is detected by observing the following: Frequent leaving the seat, constant movement, etc.

To work efficiently with these children, an appropriate environment is recommended. Their location in the classroom is special to facilitate their performance and concentration. It is recommended to seat them at the first tables in the center, since environmental stimulation must be reduced, avoiding distractions. These children need to have their socialization reinforced so that they understand desirable behaviors. They also have socio-affective needs due to the poor bond with their peers, due to social failure.

The teacher, and of course, the librarian, must be someone that these hyperactive, distractible and impulsive children can count on while they assimilate behaviors for learning and social coexistence.

Therefore, in the aforementioned book, some general recommendations are made, such as using educational and competitive games, linking these children to cultural projects and interest circles, involving their families, the conditions must be guaranteed to turn the child into an active subject of their transformation, etc. For the above, the librarian, as a teacher, must have complete preparation to provide them with the different educational attention that they require.

The assistant professor and specialist in General and Integral Medicine and specialist in Child and Adolescent Psychiatry Ana Delia Sánchez Suárez states that Attention

Deficit Hyperactivity Disorder is the most frequent reason why parents come to the consultations. Many times they are referred from schools that identify the symptoms and other times they come spontaneously out of concern of the parents. It is of great importance, since children are often considered bad children, capricious, who do not follow orders and are rejected for inappropriate behavior because they are sick. It can be diagnosed from an early age. Distractibility is more evident. Children do not concentrate on any activity. Guidance is given to the family, the school, pharmacological treatment. Each school must know the number of children with this diagnosis in order to have the dispensarization. The psychopedagogue helps to properly monitor the children. They do not require special teaching. But they do require differentiated attention. They are very hyperactive. They squirm in their seats, talk too much, bother their classmates, don't copy or are late. They are easily distracted. What they need most is help from teachers, family and health. Their potential should be identified in order to praise them, reward them and not highlight the negative, not compare them, require them individually when necessary and highlight the positive in them.

According to the book “Special Psychology, Volume 2” by the authors María Teresa García Eligio de la Puente and Guillermo Arias Beatón (2006), behavioral disorders in schoolchildren occur due to a set of causes that act on the subject throughout their education. The altered behavioral manifestations are - for these authors - the result of the influence over a period of traumatic, conflictive and negatively experienced situations by the subject.

In the book cited above, Freedman expresses his opinion, stating that “hyperactivity is generally the result of a CNS injury process, which only becomes a conduct disorder when it is linked to a family dysfunction.” Precisely - as stated above - there are many common disorders in childhood and adolescence, but, without a doubt, Attention Deficit Hyperactivity Disorder is very common and sometimes, if the necessary actions are not taken, it can negatively influence the activity taught by the library professional to be completely satisfactory, since schoolchildren who have it are hyperactive, easily distracted and impulsive.

Therefore, actions must be taken when working with these children such as: motivating them enough so that they can concentrate, by playing games and competitions, making them the protagonists; establishing a strong bond with them so that they feel love, greater respect and trust, since it must be taken into account that the main problem of these children is their difficulty in concentrating on activities, which is why they are distractible and restless, with aggressive behavior, anxiety, indiscipline, abuse towards others, among other aspects. They should sit far from doors and windows so that their attention is not directed towards the outside space.



The librarian, as a teacher, can make these children feel important, for example, by appointing them as leaders of the Library Science interest circle, being the ones to take attendance, appointing them as Library monitors, where they help, if required, to distribute the book that is being promoted, passing it by their classmates' stands showing the sheet that is used as a teaching aid, or the map, making them the protagonists, giving them activities where they have to move, as well as publicly recognizing each of their achievements and encouraging them with applause.

Below are some examples of planned activities to carry out appropriate work with children with ATTENTION DEFICIT HYPERACTIVITY DISORDER:

**Week:**

**Grade:** 5th

**Title:** "Camilo and Che, two greats of history."

**Objectives:**

- To provide biographical information about Che and Camilo so that children can learn more about them using cards
- Produce information to participate in the contest "Two men from the village Camilo and Che" so that children can do it through the activity.
- Explain the CHARACTERS section of the laminar so that children learn its importance through pictures of Camilo and Che.

**Teaching aids:** Slides; cards; books; blackboard.

**Methodology:**

Presentation of the activity.

It will begin with the song "A flower for Camilo."

"A flower for Camino

We are going to throw into the water

And all the children of the world

We want to remember him.

His plane crashed in the air

It fell into pieces into the sea

That's why he doesn't have a grave

The Hero of Yaguajay.

Do you know who this song was dedicated to?

What is going to be thrown into the water? Why?

Why is it said that the Hero of Yaguajay does not have a grave?

What biographical information do you know about Camilo Cienfuegos Gorriarán?

The sheet is shown and the data on the back is read.

The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will then be asked to show the sheet of paper to each of his or her classmates up close.

An individual competition is held between the children to see who can remember the most biographical details of the

Hero of Yaguajay. The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will write down the score on the board.

Where was the plate extracted from? The importance of the laminary is explained (CHARACTERS section). Children will be invited to observe the laminary in this section.

The child with ADHD will be asked to hand out the cards to his classmates and choose one. Each child reads his card. This biographical information can be found in the book Historical Facts and Fundamental Anniversaries for Schools, by the author [Orlando Calderón Frías](#).

Camilo Cienfuegos.

- Born in Havana on February 6, 1932
- He participated in the Alegría de Pío battle where he met Che.
- He participated in the Invasion of the West.
- He participated in the landing of the Granma Yacht.
- He participated in the battles of La Plata and El Uvero.

Excerpts from the book "[Flowers in the Sea](#)" will be read and discussed.

Do you know who came up with the idea of throwing flowers into the sea to honor Camilo?

Well, we will also talk about Ernesto Che Guevara today.

By the way, we have the contest "Two men from the village Camilo and Che", which will be delivered on October 20th, the rules of the contest are:

- Poetry
- Narrative
- Drawing

Pictures of El Che are shown, the book "[Diario Del Che en Bolivia](#)" is promoted and the child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will be asked to read two titles of readings from the same book mentioned above.

The child with ADHD will be asked to show the album of El Che, and biographical data about him will be shared. Do you know any poems about him?

A child will be asked to hand out the cards with the biographical data.

Ernesto Guevara de la Serna

- He was born on June 14, 1928 in Rosario, Santa Fe, Argentina. He was the eldest of five siblings. Son of Ernesto Rafael Gevara Lynch and Celia de la Serna.
- In 1947 he entered the Faculty of Medicine of the University of Buenos Aires.
- On January 1, 1950, he began the cycle of travels that would mark his life.

- On April 11, 1953, he received his doctorate in medicine. In June 1955, he met Raúl Castro through Nico López, and in July he met Fidel, who offered him the opportunity to join the 26th of July Movement as a doctor.
- On August 18, 1955, he married the beautiful Peruvian communist Hilda Gradia. He was one of the Granma Yacht expeditionaries. On January 16, 1957, he participated in the battle of La Plata and in May in the battle of El Uvero.
- She participated in the invasion from East to West. She was assassinated on October 9, 1967.
- Among his works are: *Passages from the Revolutionary War, Congo* and *Che's Diary in Bolivia*.

It is explained that in the book of Historical Facts and Fundamental Anniversaries for School they can learn more about Camilo and Che and about other heroes of the Homeland and that they can also consult the book "Passages of the Revolutionary War", written by El Che.

**Week:**

**Grade:** 4th

**Title:** "Let's write correctly!"

**Objectives:**

- To make spelling rules known so that children can apply them using cards.
- Find words in the dictionary so that children learn how to search using the Océano Práctico dictionary, the Spanish Language Dictionary and the Dictionary of Proper Names.
- Find the Reference and Consultation section so that children can learn where it is in the library using the Océano Práctico Dictionary of the Spanish Language and Proper Names.

**Teaching aids:** Books, cards, blackboard.

**Methodology:**

The activity will begin with a quote from Martí that will be written on the board: "Knowing how to read is knowing how to walk, knowing how to write is knowing how to ascend." Several children will read and interpret the quote.

3 children will be asked to read 3 riddles (7, 11 and 16), among them the children with ATTENTION DEFICIT HYPERACTIVITY DISORDER will decide if they want to read any.

What do you think we'll talk about today?

Well, we'll be talking about spelling.

What does this word mean?

In which section are the dictionaries located?

The alphabet will be written on a blackboard and the importance of knowing it well in order to easily locate the words in the dictionary will be explained. The

captains will be children with ATTENTION DEFICIT HYPERACTIVITY DISORDER.

The group will be divided into teams. A game will be played in which each representative will choose a spelling rule and the rest of the members will give an example of it. They were taken from the book "Teaching and learning spelling" by *Oswaldo Balmaseda Neyra*.

Children with ADHD will be asked to hand out cards with spelling rules for the use of b, v, s, c, h, g, and j that were taken from the book Teaching and Learning, Spelling. The different spelling rules will be explained.

The children will then look up the following words in the dictionary and explain why they are written that way. The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will write one or more of the following words on the board:

- Watchmaking
- Clue
- Hexasyllable
- Organize
- Geography

The children will explain why they are written in the way above.

The winning team will be chosen based on accumulated points.

**Week:**

**Grade:** 4th.

**Title:** Martí and his work Three Heroes.

**Objectives:**

- To recall biographical data about José Martí so that children can learn more about him through a question competition.
- Analyze the work "Three Heroes" so that children learn more about Bolívar, San Martín and Hidalgo, from the book "*The Golden Age*" through questions.
- Locate Reference and Consultation works and section 081 so that children know where they are in the library through the activity.

**Teaching medium:** Book, song, card, blackboard.

**Duration:** 45 minutes.

**Methodology:**

The activity begins with a song by Polo Montañez.

Do you know who this song was dedicated to?

Today we will talk about our National Hero.

We are going to have a competition. The group will be divided into 2 teams and they will ask questions about José Martí. The child with Attention Deficit Hyperactivity Disorder will be one of the captains.

### TEAM 1:

1. When was José Martí born?
2. Where did José Martí die?
3. What was the name of José Martí's mother?
4. Why was José Martí in prison?
5. What is your favorite work by Martí? Why?
6. How do you know him?

### TEAM 2

1. Where was José Martí born?
2. When did José Martí die?
3. What was your father's name?
4. What was the name of Martí's teacher?
5. In which work did Martí talk about what he experienced in prison?
6. What is your favorite work by Martí? Why?

Speaking of Martí's works, the "Read Martí" contest is briefly explained.

We will also go into depth about a work by Martí, from the book *La Edad de Oro*. In which section is it located?

The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER is asked to locate section 081 in the library.

Excerpts from "Three Heroes" are read. Several children are asked to read them as well.

1. How is the reading written? Why do you know this?
2. Which traveler does the reading refer to?
3. Are the title and content related? Why?
4. In which section are the dictionaries located?

The words "relampaguear" and "regimetar" will be searched in the dictionary. The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER is asked to locate the reference and consultation sections.

Children are invited to divide into groups and approach the consultation and reference section. How do you search in the dictionary?

A representative from team 1 will search for "relampagua", a representative from team 2 will search for "regiment" in the *Océano Práctico Dictionary, Dictionary of the Spanish Language and Proper Names*.

1. What characteristics of Bolívar are mentioned?
2. Which countries did he liberate?
3. What did you learn about Hidalgo?

4. What did you learn about San Martín?

The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will be asked to send a child to the board to write the sentence where Martí speaks at the end of those who are heroes, if he or she does not know what the sentence is, he or she will help himself and ask himself: How should the pioneers honor the heroes of the Homeland?

What value refers to the love of the country and its heroes?

It ends with a game called how do you know him? Where the librarian will say the name of a hero and the children will say how do you know him? Then the children will be asked (asking the child with ADHD) if they have any suggestions for another hero not mentioned.

### Team 1

1. Ernesto Guevara
2. Camilo Cienfuegos
3. Carlos Manuel de Cespedes
4. Ignacio Agramonte
5. Mariana Granjales

### Team 2:

1. Jose Marti
2. Fidel Castro
3. Antonio Maceo
4. Celia Sanchez Manduley
5. Paquito Gonzalez Cueto

### Week:

**Grade:** 4th

**Title:** "What happened on November 27, 1871?"

### Objectives:

- Locate information in different sources so that children learn how to do it through the activity.
- Explain the anniversary of November 27, 1871 so that children can learn about this historical event through the activity. Using the fifth grade book on Cuban History.
- Work on section 972.91 History of Cuba so that children know what it consists of and where it is located using the fifth grade book on the History of Cuba.
- Remember the contests "Fidel, we honor you like this" and "The great victory" so that children can participate in them through debate.

**Teaching aids:** Books, slides, blackboard, song

### Methodology:

### Presentation of the activity



The event begins by recalling the contests “Fidel, we honor you like this” and “The Great Victory.” The song “I promised it” is played, dedicated to the Homeland. There is a debate about what is expressed in the song.

Next, we will work on the anniversary of November 27, 1891. Martí gives the speech “The New Pines” on the shooting of the eight medical students.

Next, several children will be asked to read the reading p. 105-107 of the *5th grade book in section 972.91 History of Cuba* about the anniversary of November 27, 1871. A slide is shown and the child with ATTENTION DEFICIT HYPERACTIVITY DISORDER is asked to show it to his classmates.

The group will then be divided into 3 teams.

Each team will choose a representative who will locate the information that answers the following questions (The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will be one of the captains)

#### **Team 1**

What did the students do?

What were they accused of?

How did the events end?

What do you think about what happened to the students?

A representative from each team will be chosen to narrate the events that occurred on November 27, 1871.

National symbols, which are also part of the history of the Cuban nation and identify it, will also be addressed.

The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will send three classmates to read three riddles related to each of the national symbols.

Each team will choose a representative who will find information on the back of the sheets; one of them will be a child with ATTENTION DEFICIT HYPERACTIVITY DISORDER.

#### **TEAM 1:**

What do the stripes on the Lone Star Flag mean?

What do the parts of the Royal Palm Shield mean?

What characteristics does the Bayamo Anthem have?

Finally, the winning team will be chosen.

**Week:**

**Grade:** 4th

**Title:** “The unforgettable heroes”.

**Objectives:**

- To remember heroes of the country so that children can tell facts about them through slides.
- Explain the anniversaries of December 7, 1896 and December 23, 1841 so that children know about them through cards and books *Lazos de Gloria* and *Tan bravos como leones*.

- Explain the organization of the CHARACTERS section of the laminary so that children can easily locate the pictures in this section using the hero pictures.

**Teaching aids:** Slides

**Methodology:**

**Presentation of the activity**

The activity will begin by showing pictures of heroes. The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will be asked to show them to his classmates.

The organization of the CHARACTERS section of the laminary will be explained.

Children will guess each of the heroes shown and will say a fact about each one. The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will be given the opportunity to respond.

Students will be told that two heroes will be studied in depth, and their anniversaries will be commemorated during the month. The child with ATTENTION DEFICIT HYPERACTIVITY DISORDER will hand out cards with biographical information about Antonio Maceo and Ignacio Agramonte, which were taken from the book *Historical Facts and Fundamental Anniversaries for Schools*, by *Oswaldo Calderón Frías*.

Well, biographical aspects of them will be explored in depth.

The song “El Mayor” by Silvio Rodríguez is played in the video about the 176th anniversary of Antonio Maceo.

Who are we going to talk about today?

The anniversaries of December 7, 1896 will be read.

Biographical information about them found on the cards previously distributed will be read and discussed:

Ignacio Agramonte:

1. Born on December 23, 1841 in Camagüey.
2. On November 4, 1868, he joined the armed uprising in Camagüey.
3. Participate as a delegate in the Guáimaro Assembly.
4. He leads the battle of Ceja de Altagracia and the attack on the city of Puerto Príncipe.
5. In May 1872 he was given command of the province of Las Villas.
6. He died on May 11, 1873.

Antonio Maceo:

December 7, 1896. Death in combat of the lieutenant general of the Liberation Army Antonio Maceo and his assistant Francisco Gómez Toro.

1. He was born in Santiago de Cuba on June 14, 1845.
2. He joined the Ten Years' War on October 12, 1868.
3. On January 8, 1869, he fought in Saladillo.

4. From August 1, 1871 to May 23, 1872, he participated in the invasion from East to West and the Guantanamo campaign.
5. The Guáimaro Assembly named him Lieutenant General.
6. He died on December 27, 1896.
7. He participated in more than 800 combat actions.

The books “*Ties of Glory*” and “*As brave as lions*” are promoted (p10-29 debate p7-10 debate).

Children will be chosen to read fragments from each one and other children will discuss what they have read.

Next, a game titled “I bring a ship loaded with heroes” will be played. The game will be directed by the child with ATTENTION DEFICIT HYPERACTIVITY DISORDER.

Children with ATTENTION DEFICIT HYPERACTIVITY DISORDER should be encouraged to continue striving to be better, highlighting their achievements, asking them reading comprehension questions based on their individual differences, communicating appropriately with them, making them feel committed to the work of the library, planning activities with games and competitions, making them team captains, having them act out, using reading animation techniques, in short, planning activities that motivate children to capture everyone's attention and make them see the library as a source of entertainment and for children to see reading as a source of enjoyment, fostering their culture, transmitting values and knowledge, as well as inviting them to activities held in the library such as book talks, contest award events, etc. Teachers should always keep in mind that these children do not act this way because of lack of discipline, but because they have Attention Deficit Hyperactivity Disorder.

### Conclusions

The school librarian is an intellectual professional who must first love his job in order to do it properly. He promotes contests, teaches Interest Circles, as well as the Complementary Reading Program and activities, taking into account the individual differences of the children. After knowing the characteristics of children with Attention Deficit Hyperactivity Disorders (ATTENTION DEFICIT HYPERACTIVITY DISORDER) actions were proposed to work with these children in examples of activities to work on, which present distractibility, hyperactivity and impulsiveness, so in addition to the pharmacological treatment they require, they need psychological treatment within the channels the librarian as a teacher plays an important role when imparting activities, encourages their achievements and the positive things about them, makes them protagonists, assigns them simple tasks that allow them to move around such as writing short texts on the board, being team captains, showing teaching aids to their classmates such as slides, handing out cards, making model readings as their possibilities allow, etc.

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