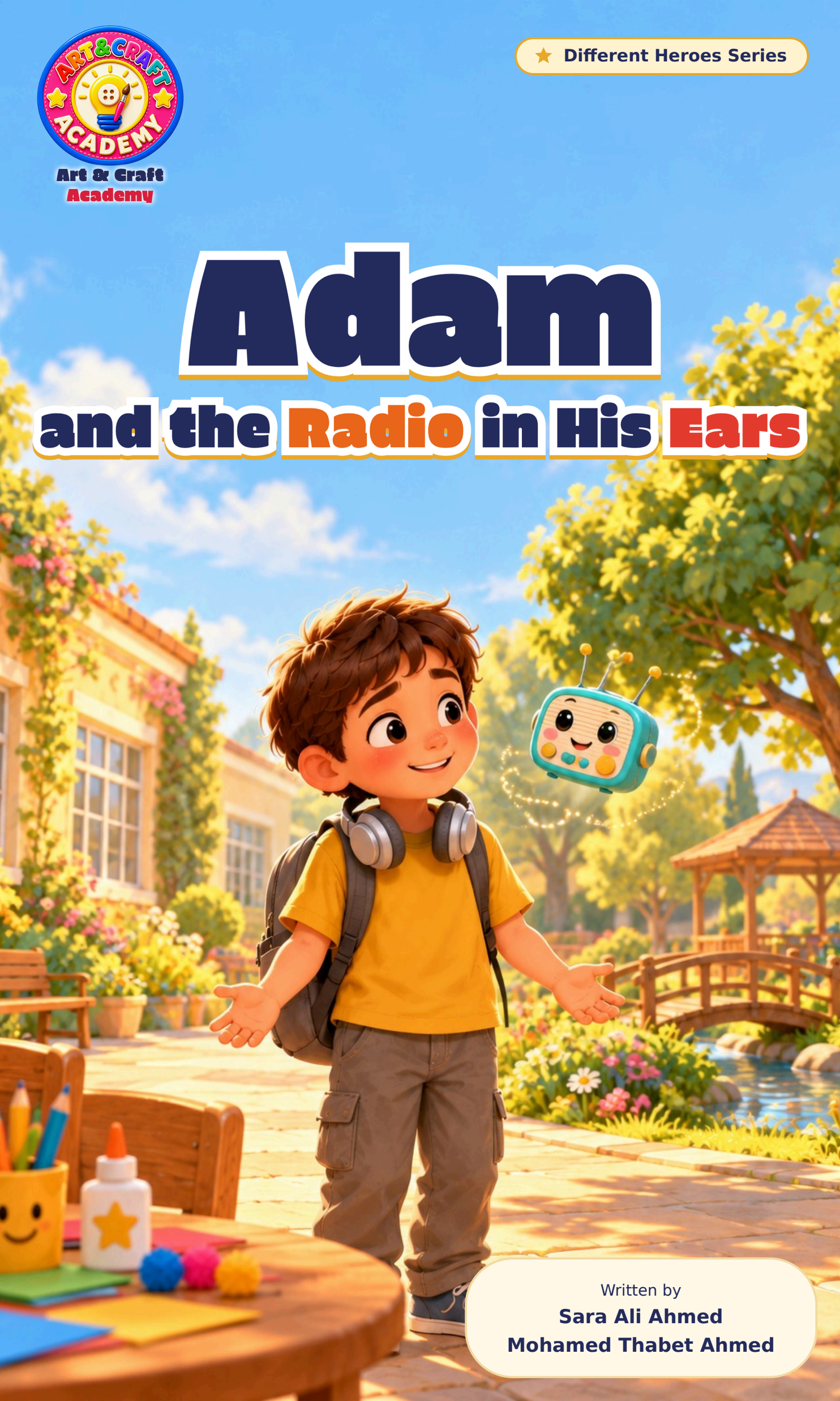
Art & Craft Academy

Different Heroes Series

Adam

and the Radio in His Ears



Written by
Sara Ali Ahmed
Mohamed Thabet Ahmed

To every child with a radio in their ears

that sometimes gets loud,

and to every grown-up who believed them

until they learned how to turn it down,

and when to listen.

Adam
and the Radio in His Ears

Prepared, written, and produced by

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Illustrations and design: **Art & Craft Academy**

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1

This is Adam. He is seven years old, and he loves drawing and quiet stories.

Adam says, **“There’s a little radio in my ears. It’s loud all the time: Shhhhh… Turn it down, radio!”**



2

On the first day of school, Miss Mona said, **“This is Adam, our new classmate.”**

Suddenly the bell rang: **Briiiing!** Adam covered his ears and stood by the door.

The radio in his ears got louder, all at once!



3

Omar asked, **“Why are you covering your ears, Adam? It’s just a bell!”**

Layla said, **“It doesn’t bother us!”**

Adam’s face turned red. He looked at the floor and thought, “Why do sounds bother me that don’t bother them? Am I a strange boy?”



4

In the library corner, Miss Mona sat beside him and said quietly, **“There is nothing strange about you, Adam. Your ears hear everything very clearly, and that is not a flaw. We just need to teach the radio how to turn its volume down.”**

Then she gave him quiet headphones and a blue card with a little radio on it. She said, **“When the radio gets loud, put on the headphones. If you need a break, hold up the card, and I will walk you to the quiet corner.”**



5

Adam gave it a try. He put on the headphones, and the sounds turned into a soft whisper.

When the laughter in the classroom got loud, he held up the card. He sat in the quiet corner, took three slow breaths, and went back to his seat.

And the radio? It got a little quieter.



6

On Thursday, Miss Mona brought in an incubator with little eggs. She said, **“One of them might hatch today. Let’s watch quietly.”**

But the children got so excited that they began to clap and sing as loud as they could.

In the middle of all the noise, Adam heard a very faint sound:

Tap… tap…



7

Adam said, **“Someone is knocking inside an egg!”** But nobody heard him.

The noise grew louder, **Shhhhh**, and the tapping got lost.

Adam looked at Miss Mona and asked, **“Can I ask for one minute of quiet?”**

She smiled and said, **“Go ahead and ask.”**



8

Adam stood up, held his card high, and said, **“Everyone… one minute of quiet, please.”**

The whole class went silent. And everyone heard: **Tap… tap… tap!**

The egg cracked, and a tiny yellow beak peeked out!



9

Omar said, **“I’m sorry, Adam. If you hadn’t heard the tapping, we would have missed it.”**

Layla said, **“Let’s make the quiet corner a place for all of us!”**

That night, Adam told his mom, **“The radio in my ears still gets loud sometimes, Mom… but now it’s my friend. I know when to turn it down, and when to listen quietly.”**

The End

Let’s Talk About the Story

1. How did Adam feel when the bell rang?
2. What things helped Adam when the radio got loud?
3. Do you have a sound that bothers you sometimes? What do you do then?

For Parents and Teachers

Some children hear sounds louder and clearer than the rest of us, so a bell, a crowd, or a vacuum cleaner can be very tiring for them. This is not spoiling, stubbornness, or bad manners. A child often cannot say, “That sound hurts,” so they cover their ears, run away, or cry.

> **Good to know:** Sound sensitivity is a real difficulty for some children, and it can be linked to anxiety or to other conditions. It does not mean the child “hears better.” It means loud sounds wear them out. It is worth a closer look when it happens often, at home and at school, and affects learning or friendships.

What helps?

- Warn the child before loud sounds, like a bell or a fire drill.
- Use noise-reducing headphones only when needed, not all day, so the child does not learn to avoid every sound.
- Agree on a signal, like the radio card, so the child can ask for a break without feeling embarrassed.
- Set up a quiet corner in a steady place. The child chooses to go there, and it is never a punishment.
- Believe the child: “I believe you that it’s loud for you.”

If the sensitivity is strong or does not go away, and it affects the child’s schoolwork and friendships, it is best to talk with a pediatrician or a child psychologist.

Let’s Make a Calm Radio

Materials

An empty tissue box or small cardboard box, turquoise paper, a black marker, two wooden sticks or paper straws for the antennas, red and yellow paper for the buttons, and glue.

Steps

1. Cover the box with the turquoise paper.
2. Draw two eyes, two cheeks, and a smile on the front of the box.
3. Glue the antennas on top, and add a yellow dot to the tip of each one.
4. Cut out 3 round buttons and glue them under the face.
5. Make the blue “break card” together, with a little radio drawn on it. The child holds it up when they need a break.

Do this activity with a grown-up, and keep the sticks away from younger children.

Bonus Activity: The Sound Scale

The child sorts pictures (a whisper, laughter, a vacuum cleaner, a bell) on a ladder from 1 to 5, from the quietest to the loudest, and colors each step. Then the child says: Which of these sounds feels good to me? Which ones wear me out?



There is a little radio in Adam’s ears, and it is loud all the time.
It gets louder with the bell, louder with the noise, and louder everywhere.
Can Adam become friends with it?

A warm story about loud sounds, and about the grown-ups who believe children.

Different Heroes Series

Ages 5 to 8

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