



## **GUIDE - Facilitating Training of Adults with Learning Difficulties for Professional Development**

*Project No. 2023-1-IT02-KA220-ADU-000160459*

### **Lesson Plan for Dyscalculia**



Co-funded by  
the European Union

<b>Title of the lesson:</b> Critical thinking - Practical Strategies for Adults with LD	<b>Subject:</b> Critical thinking	<b>Duration:</b> 1.5 hours
<b>Learning objectives:</b> <ul style="list-style-type: none"> <li>• Increase awareness of how critical thinking supports effective decision-making and everyday problem-solving</li> <li>• Provide easy-to-use, practical strategies for analyzing information and evaluating options, tailored to adults with learning disabilities</li> <li>• Guide learners in identifying their own thinking habits and building the skills needed for thoughtful, reflective choices</li> <li>• Analyze the implications of critical thinking in decision-making processes and its role in fostering effective workplace dynamics</li> </ul>	<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>• Learners will identify the role of critical thinking in making team-based decisions and solving problems collaboratively;</li> <li>• Learners will enhance their ability to analyze situations objectively, ask relevant questions and recognize assumptions during teamwork;</li> <li>• Learners will demonstrate skills in evaluating options and proposing constructive solutions based on logical reasoning rather than personal bias;</li> <li>• Learners will reflect on how critical thinking contributes to group success, fair participation and effective task distribution.</li> </ul>	

<p><b>Teaching strategies:</b></p> <ul style="list-style-type: none"> <li>• Integration of visual aids, such as icons and color-coded materials, to enhance understanding and retention;</li> <li>• Facilitated group discussions supported by real-life scenarios to encourage engagement and relevance;</li> <li>• Collaborative peer learning combined with interactive, hands-on micro-activities for practical skill development.</li> </ul>		<p><b>Instructional methods and procedures:</b></p> <p>Educators are encouraged to implement structured inquiry methods such as the Socratic method, role reversals and scenario-based analysis to stimulate critical reflection, encourage multi-perspective thinking and promote evidence-based reasoning.</p>	
<p><b>Introduction / Warm-up:</b></p> <ul style="list-style-type: none"> <li>• Begin the session with an engaging task that challenges intuitive thinking.</li> <li>• Facilitate a brief discussion by asking participants to share a situation where hasty judgment led to a suboptimal outcome</li> <li>• Have you ever been in a situation when you made a spontaneous decision, without analyzing the</li> </ul>	<p><b>Brief description of activities:</b></p> <ul style="list-style-type: none"> <li>• Engage in a structured discussion around selected scenarios requiring analysis and evaluation</li> <li>• Explore different viewpoints, analyze the strength of supporting arguments, and consider implications</li> <li>• Emphasis the logical consistency, ethical considerations, and evidence-based decision-making.</li> </ul>	<p><b>Practical Application (Hands-on scenario):</b></p> <p><b>“The Double Dilemma”</b></p> <p>Learners work in small groups and receive two real-life dilemma cards—one representing a <b>family challenge</b>, the other a <b>workplace issue</b>. For each dilemma, they must:</p> <ul style="list-style-type: none"> <li>- Identify the problem clearly.</li> <li>- Discuss possible reactions (emotional vs rational).</li> </ul>	

<p>consequences, which led you to positive/negative results?( at school/at work/ in your family)</p> <ul style="list-style-type: none"> <li>Write answers on a whiteboard or collect via post-its. Connect their challenges to the importance of critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Peer sharing and group reflection</li> <li>Introduction to Critical thinking</li> <li>Brainstorming in Critical thinking</li> </ul>	<p>- Use a simplified “Critical Thinking Map” (Who? What? Why? What if? What now?) to explore consequences and solutions.</p> <p>-Agree on the most thoughtful action and explain their reasoning.</p>
<p><b>Resources and tools:</b></p> <ul style="list-style-type: none"> <li>Whiteboard and markers for mapping decision-making processes</li> <li>Printed worksheets with prompts, decision trees, and reflection questions</li> <li>Projector for showing brief video examples of team scenarios and analysis models</li> <li>Role cards and scenario sheets for team simulations</li> <li>Colored cards for group voting and option evaluation</li> <li>Customized worksheets and critical thinking prompt cards, posters adapted to specific learning needs</li> <li>Canva, Nearpod, NaturalReader, CapCut, Visme,</li> </ul>		<p><b>Differentiation and Adaptation:</b></p> <p>Based on the specific strategies for learners with ADHD, Dyspraxia, Dyscalculia, and Dyslexia, the lesson provides multiple entry points to ensure full engagement:</p> <ul style="list-style-type: none"> <li><b>ADHD:</b> Short, structured tasks with movement-based transitions and visual aids. Tools like emotion flashcards and sentence stems help with focus and clarity of thought.</li> <li><b>Dyspraxia:</b> Tasks that minimize physical demands, offer visual sequences and support tools like colored step cards and micro-handwriting activities.</li> <li><b>Dyscalculia:</b> Micro-activities avoid numeric complexity; focus on classification, verbal logic, and image-based decision mapping.</li> </ul> <p>Dyslexia: Visual thinking tools, oral instruction, large-font texts, and opportunities to express ideas through speaking or symbols rather than</p>

Padlet, GoogleKeep	written format.
<p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Analysing and observation during task</li> <li>• Short self-reflection: “How to make the best decision using critical thinking?”</li> <li>• Self-assessment and peer-assessment after scenario analysis and argument evaluation.</li> <li>• Reflective prompts designed to assess understanding of critical thinking strategies, logical structure, and evidence integration.</li> <li>• Group discussion</li> </ul>	

TEACHING AND LEARNING STRATEGY (DYSCALCULIA)				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
00:00 - 00:15	<b>Warm-Up Activity: “Reflect and Guess”</b>	<ul style="list-style-type: none"> <li>• Invite the class into a circle.</li> <li>• Slowly demonstrate a familiar daily action (e.g. stirring food, typing an email).</li> <li>• Ask: “Does this happen more at home or at work?”</li> <li>• Ask learners to copy the movement.</li> <li>• Follow up: “Why do you think so?”</li> </ul>	<ul style="list-style-type: none"> <li>• Learners observe and repeat the motion.</li> <li>• Choose between two visual cards: 🏠 (Family) or 💼 (Work).</li> <li>• Share a short reason (spoken or supported with icons).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clear visual prompts for “Family” vs “Workplace”.</li> <li>• Avoid time limits.</li> <li>• Do not ask for counting or estimating.</li> <li>• Allow pointing instead of speaking for those who need it.</li> </ul>

00:15 - 00:35	<b>Guided Conversation: “Pause – Think – Respond”</b>	<ul style="list-style-type: none"> <li>• Display a colorful and clear poster: <b>Pause – Think – Respond</b></li> <li>• Share a short real-life challenge (e.g. “Someone speaks over you at dinner/work”).</li> <li>• Ask: “Have you been in this kind of situation before?”</li> <li>• Show two emoji rows: 😊 Calm vs 😡 Emotional reactions.</li> <li>• Invite them to match emojis with reactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen to the example.</li> <li>• Match the example with an emoji that shows the type of response.</li> <li>• Share if they’ve experienced a similar moment.</li> <li>• Describe how they reacted or how they could have reacted better.</li> </ul>	<ul style="list-style-type: none"> <li>• Use printed emoji cards to match with simple stories.</li> <li>• Keep verbal instructions short and sequential.</li> <li>• Avoid abstract or multi-step math/logical reasoning.</li> <li>• Offer breaks if needed for attention or memory challenges</li> </ul>
00:35 - 00:40	<b>Short Input: What Is Critical Thinking?</b>	<ul style="list-style-type: none"> <li>• Present a <b>Canva slideshow</b> containing micro-activities using simple visuals and bold text.</li> <li>• Highlight key message: “Think before you act or</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the slideshow.</li> <li>• Say or point to the three parts: <b>Pause, Think, Respond.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use no-number formats.</li> <li>• Support memory with gesture/motion for each step (e.g., hand stop for PAUSE).</li> <li>• Allow repetition and</li> </ul>

		<p>speak.”</p> <ul style="list-style-type: none"> <li>• Repeat the three steps with icons.</li> <li>• Ask: “Can you remember the three steps?”</li> </ul>		rephrasing if confused.
00:40 - 1:10	<b>Team Activity: Choosing Life Situations</b>	<ul style="list-style-type: none"> <li>• Hand out cards with simple scenarios (e.g. “Someone at home uses your things” or “A colleague complains”).</li> <li>• Ask learners to place each card under a labeled area: 🏠 Family or 💼 Work.</li> <li>• Support discussion: “What is a thoughtful way to handle this?”</li> </ul>	<ul style="list-style-type: none"> <li>• Sort cards into “Family” or “Work” areas.</li> <li>• Choose from 2–3 response icons (👍 = Talk, 😬 = Stay quiet, 🙋 = Ask for help).</li> <li>• Say or point to how they would feel and respond.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-mark areas clearly; avoid written lists.</li> <li>• Let learners use response cards with visuals.</li> <li>• Don’t use scoring or timing.</li> <li>• Focus on clarity, not accuracy.</li> </ul>



01:10-01:20	<b>Personal Reflection and Peer Sharing</b>	<ul style="list-style-type: none"> <li>• Give out <b>emoji self-check pages</b>.</li> <li>• Ask learners to reflect: "Next time something upsets you, what will you do differently?"</li> <li>• Give a sample: "I will wait before reacting."</li> <li>• Invite peers to give kind, helpful feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark how they feel about today's class using emojis.</li> <li>• Finish the sentence: "Next time, I will..."</li> <li>• Listen and comment with sentence starters: "I like that you..."</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentence starters and visuals.</li> <li>• Allow responses orally or using stickers/icons.</li> <li>• Focus on self-awareness, not perfection.</li> </ul>
01:20 - 01:30	<b>Wrap-up Game: "Match &amp; Explain" (Word-Action Cards)</b>	<ul style="list-style-type: none"> <li>• Prepares <b>two sets of cards</b>:</li> <li>• Set <b>A</b>: Key words from the lesson (<i>Think, Pause, Respect, Family, Workplace, React, Listen, Choice</i>).</li> <li>• Set <b>B</b>: Simple action cards that match those concepts (e.g., "Take a deep breath", "Ask for help", "Wait before you speak", "Help your parent", "Talk to your</li> </ul>	<p>One by one, learners:</p> <ul style="list-style-type: none"> <li>• Choose a word card from Set A;</li> <li>• Find its best match from Set B;</li> <li>• Say aloud a short explanation. Example: "I chose <i>Pause</i> and matched it with <i>Take a deep breath</i> because that helps me calm</li> </ul>	<ul style="list-style-type: none"> <li>• Print Word-Action Cards with symbols and bold words are the evidence</li> <li>• Visual, not numeric</li> <li>• Matching instead of memorization</li> <li>• Encourages speaking and reasoning rather than sequencing or calculating</li> </ul>

		<p>manager”)</p> <ul style="list-style-type: none"> <li>• Shuffles both sets and places them on two tables or on the board (if using magnets or tape).</li> <li>• Explains the task: “Each word has a matching action. You will pick one word and then find the action that fits. Then tell us <i>why</i> they go together.”</li> </ul>	<p>down.”</p> <ul style="list-style-type: none"> <li>• Peers give a thumbs-up 👍 or short comment to show understanding.</li> <li>• Educator encourages and scaffolds as needed: “What does this look like at home or work?”</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended technologies 🖥️: *Visme *Padlet</li> </ul>
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