



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

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

Lesson Plan for Dyslexia



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



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

<p>consequences, which led you to positive/negative results?(at school/at work/ in your family)</p> <ul style="list-style-type: none"> Write answers on a whiteboard or collect via post-its. Connect their challenges to the importance of critical thinking. 	<ul style="list-style-type: none"> Peer sharing and group reflection Introduction to Critical thinking Brainstorming in Critical thinking 	<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>Resources and tools:</p> <ul style="list-style-type: none"> Whiteboard and markers for mapping decision-making processes Printed worksheets with prompts, decision trees, and reflection questions Projector for showing brief video examples of team scenarios and analysis models Role cards and scenario sheets for team simulations Colored cards for group voting and option evaluation Customized worksheets and critical thinking prompt cards, posters adapted to specific learning needs Canva, Nearpod, NaturalReader, CapCut, Visme, 		<p>Differentiation and Adaptation:</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"> ADHD: Short, structured tasks with movement-based transitions and visual aids. Tools like emotion flashcards and sentence stems help with focus and clarity of thought. Dyspraxia: Tasks that minimize physical demands, offer visual sequences and support tools like colored step cards and micro-handwriting activities. Dyscalculia: Micro-activities avoid numeric complexity; focus on classification, verbal logic, and image-based decision mapping. <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>Assessment methods:</p> <ul style="list-style-type: none"> • Analysing and observation during task • Short self-reflection: “How to make the best decision using critical thinking?” • Self-assessment and peer-assessment after scenario analysis and argument evaluation. • Reflective prompts designed to assess understanding of critical thinking strategies, logical structure, and evidence integration. • Group discussion 	


TEACHING AND LEARNING STRATEGY (DYSCALCULIA)				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
00:00 - 00:15	Icebreaker: “Guess & Move”	<ul style="list-style-type: none"> Organizes learners in a circle and explains the rules clearly with gestures. Demonstrates simple actions (e.g., folding laundry, typing). Asks learners to guess if it is family or work context. Asks for one short reason to justify their choice 💬. Encourages sharing about the difficulty of guessing. 	<ul style="list-style-type: none"> Observe and mimic the tutor's movements. Raise visual cards (<i>HOME</i> or <i>WORK</i>) to indicate guesses. Verbally give one reason for choice. Share thoughts about how easy or hard the activity was. 	<ul style="list-style-type: none"> Teacher notes participation and verbal justification. Observes accuracy in guessing and clarity of reasoning. Checks engagement and willingness to participate.

00:15 - 00:35	Group Discussion: “STOP – THINK – ACT”	<ul style="list-style-type: none"> • Presents colorful posters with simple visuals. • Tells relatable real-life examples at home or work. • Shows emoji cards representing emotions and logical responses. • Guides learners to match emojis with situations. • Facilitates discussion about emotional 😡😭 vs rational 😊🧐 choices 💬. • Uses red/green cards for quick emotion vs reason game. 	<ul style="list-style-type: none"> • Listen to the tutor's story. • Match emoji cards to described situations. • Participate in group discussion 💬 about feelings and choices. • Raise red/green cards when prompted. • Ask questions if they are unclear. 	<ul style="list-style-type: none"> • Records participation and accuracy in emoji matching. • -Notes ability to distinguish emotional 😡😭 vs rational 😊🧐 responses. • -Evaluates understanding through quick card game responses.
00:35 - 00:40	Introduction to Critical Thinking	<ul style="list-style-type: none"> • Shows Canva micro-presentation with large fonts, images, and voice narration. • Introduces key terms: 	<ul style="list-style-type: none"> • Watch and listen attentively. • Repeat key words aloud. • Point to corresponding images 	<ul style="list-style-type: none"> • Checks attention and verbal repetition. • Observes participation in pointing/drawing activity.

		<p>STOP, THINK, ACT.</p> <ul style="list-style-type: none"> Engages learners in repeating key words. Provides visual handouts for pointing/drawing. 	<p>on handout.</p> <ul style="list-style-type: none"> Ask questions if needed 	<ul style="list-style-type: none"> Clarifies doubts if expressed.
00:40 - 1:10	Visual Story Sequencing: “Choose the Best Response”	<ul style="list-style-type: none"> Prepares short picture stories (6-8 frames) showing family and workplace situations. Distributes a set of images to each small group  (2-3 learners). Explains that learners need to put the pictures in order to create a logical story. Provides cards with response options (calm reaction, emotional reaction, ask for help). 	<ul style="list-style-type: none"> Work in small teams to arrange the pictures into a coherent story. Choose the best response card to finish the story. Explain why they chose that response using short sentences. Discuss the thinking steps they used. Collaborate and support each other as needed. 	<ul style="list-style-type: none"> Tutor observes and notes  the logical order of the story. Assesses the reasoning behind the chosen response. Monitors group cooperation and participation. Provides short oral feedback after presentations.

		<ul style="list-style-type: none"> • Guides groups to discuss and select the best response to end the story. • Encourages learners to explain their choices using simple, supported phrases. 		
01:10-01:20	Self-Reflection & Partner Sharing: “My Next Step”	<ul style="list-style-type: none"> • Provides simple reflection cards with visual prompts (smiley faces, thought bubbles). • Asks learners to choose one situation from the lesson where they want to improve their response. • Supports learners to complete a sentence starter: “If this happens again, I will...” with either drawing or writing. • Pairs learners to share their ideas aloud. 	<ul style="list-style-type: none"> • Choose a scenario they want to improve. • Complete the sentence starter using words or drawings. • Share their “next step” with a partner. • Listen attentively and respond kindly. • Ask questions if they are unclear. 	<ul style="list-style-type: none"> • Collects reflection cards (written or drawn). • Observes the quality of peer sharing. • Assesses the learner's ability to identify an improvement. • Monitors respectful communication skills.

		<ul style="list-style-type: none"> Models respectful listening and encouraging phrases. Notes  engagement and understanding during sharing. 		
01:20 - 01:30	Wrap-Up: Visual Story Recap & Group Reflection	<ul style="list-style-type: none"> Presents a short, simple visual story summarizing the critical thinking   steps using pictures and keywords (can be from Visme). Asks learners to retell the story together using the visuals. Facilitates a group discussion: "Where could you use these steps at home or work?" Supports learners to express one personal example. Provides positive reinforcement and clarifies any misunderstandings. 	<ul style="list-style-type: none"> Participate in retelling the visual story as a group. - Share aloud one situation where they could apply critical thinking. - Listen to peers' examples. - Ask or answer questions for clarity They can verbalize choices or use colors (e.g., GREEN = at home  , BLUE=at work ). They can prepare visual cards with pictures/drawings/key words. 	<ul style="list-style-type: none"> Observes group participation and understanding during retelling. Notes  personal examples shared. Assesses ability to connect lessons to real-life context. -Minimal text, strong visual support. Hands-on, collaborative activity. Simple language with short phrases. Learning through stories

		<ul style="list-style-type: none"> • Monitors engagement and communication skills. • Draws two columns on a poster board or whiteboard: AT HOME - AT WORK 		<p>and images for easier understanding and recall.</p> <ul style="list-style-type: none"> • The final poster with the divided activities is the visual evidence of learning. <p>Recommended technologies : *Nearpod *NaturalReader</p>
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