



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

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

### **Lesson Plan for ADHD**



**Co-funded by  
the European Union**

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| <b>Title of the lesson: Basic Communication Skills and Getting Ready for a Job Interview</b>  |  | <b>Subject: Communication Skills</b>   | <b>Duration: 180 minutes</b>  |
| <b>Learning objectives:</b><br>By the end of the session, learners will: <ul style="list-style-type: none"><li>• Understand how communication is influenced by listening, perception, and behavior.</li><li>• Identify key elements of active listening and respectful conversation.</li><li>• Recognize the role of communication in job interviews</li><li>• Practice sharing personal strengths and answering common interview questions.</li><li>• Gain confidence in presenting themselves during a job interview.</li></ul> |  | <b>Learning outcomes:</b><br>After participating in the lesson, learners will be able to: <ul style="list-style-type: none"><li>• Identify how poor communication behaviors (e.g., interrupting, ignoring, changing topics) affect conversations.</li><li>• Demonstrate active listening techniques (e.g., paraphrasing, eye contact, nodding) in dialogues.</li><li>• Explain how differences in perception can lead to misunderstandings in real-life situations.</li><li>• List at least three qualities of a good conversation and relate them to their own experience.</li><li>• Evaluate examples of good and bad interview behavior and justify their opinions.</li><li>• Name at least one personal strength and explain how it can be an asset in a work setting.</li><li>• Respond to 3–5 common interview questions using prepared sentence starters.</li><li>• Participate in a mock interview as both interviewer and interviewee, using respectful communication.</li><li>• Reflect on their own performance and express increased confidence in their communication skills.</li></ul> |   |
| <b>Teaching strategies:</b> <ul style="list-style-type: none"><li>• Experiential learning</li><li>• Peer learning</li><li>• Visual and verbal scaffolding</li><li>• Reflective questioning</li><li>• Positive reinforcement</li></ul>   |  | <b>Instructional methods and procedures:</b> <ul style="list-style-type: none"><li>• Interactive presentations</li><li>• Role-play</li><li>• Group discussions</li><li>• Guided practice</li><li>• Observation and feedback</li><li>• Use of handouts and visual aids to reduce cognitive load and support learners with dyslexia or lower literacy</li></ul>  |   |
| <b>Introduction / Warm-up:</b><br>Back-to-back drawing (described below)  |  | <b>Brief description of activities:</b><br>Warm-up Drawing Game – Demonstrates communication, clarity, and perception.<br>Bad Listening Role-Play – Highlights how common behaviors affect conversations.<br>Active Listening Practice – Builds respectful, attentive listening skills.<br>Point of View Exercise – Shows how perception influences communication.   | <b>Practical Application (Hands-on scenario):</b><br><br>Mock Interview Role-Play.<br>Participants take turns acting as |

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|   | <p>What Makes a Good Conversation? – Learners co-create a list of communication elements.</p> <p>Interview Behavior Voting – Learners evaluate examples of good/bad interview behaviors.</p> <p>Personal Strengths Sharing – Builds confidence in self-expression.</p> <p>Practice Answering Questions – Learners use sentence starters to respond clearly.</p> <p>Mock Interviews – Simulated interviews with role-switching and feedback.</p> <p>Reflection and Wrap-Up – Learners identify personal takeaways and rate their comfort level.</p>  | <p>interviewers and interviewees, using real interview questions and sentence starters. They practice applying communication strategies learned earlier, such as active listening, respectful tone, and highlighting personal strengths.</p> |
| <p><b>Resources and tools:</b></p> <ul style="list-style-type: none"><li>● Four handouts</li><li>● Slides</li><li>● Visual aids</li><li>● Flipchart or whiteboard for group input</li><li>● Timer for role-play rounds</li><li>● Printed “Top 5 Interview Tips” for take-home use</li></ul> | <p><b>Differentiation and Adaptation:</b></p> <ul style="list-style-type: none"><li>● Start the session by presenting a visual schedule (with icons or images) showing the flow of activities.</li><li>● Use transitions clearly: “Now we are moving to...” or “In 2 minutes we'll start the next task.”</li><li>● Include movement breaks every 30–40 minutes: stretching, walking to a different area, or a short energizer.</li><li>● Alternate between sitting, standing, and moving activities.</li><li>● Use interactive formats: voting with gestures, standing polls, walking debates.</li><li>● Offer fidget tools, textured cards, or quiet doodling as focus aids.</li><li>● Normalize frustration or nervousness—use humor and empathetic language.</li><li>● Reinforce positive behaviors with immediate praise and visual recognition (e.g., star chart or smiley sticker).</li><li>● Use a visible timer or countdown clock for all timed tasks.</li><li>● Announce time warnings (e.g., “2 minutes left!”) and keep track visually.</li></ul> |  |
| <p><b>Assessment methods :</b></p> <ul style="list-style-type: none"><li>● self-reflection</li></ul>  |   |  |

| TEACHING AND LEARNING STRATEGY |                              |  |   |   |
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| Time                           | Content                      | Tutor Activities   | Learner Activities  | Assessment Method and evidence  |
| 15’                            | Warm-up activity:<br>Drawing | <ul style="list-style-type: none"> <li>• The trainer pairs up participants - they sit down back-to-back, facing away from each other.</li> <li>• Each participant receives a drawing they have to</li> </ul> | <ul style="list-style-type: none"> <li>• The participants cannot look at each other or show their drawings to each other; they can only communicate verbally.</li> <li>• Participants take turns, both taking on the role of the person describing the image and the person drawing the described image.</li> </ul> | <ul style="list-style-type: none"> <li>• The trainer asks the group to evaluate the activity: <ul style="list-style-type: none"> <li>○ How did you feel during this activity?</li> <li>○ Was it difficult to give the instructions/draw the image?</li> </ul> </li> </ul> |

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|     |                                      | <p>describe to each other, a pen, and an empty sheet of paper.</p> <ul style="list-style-type: none"> <li>● Drawing available in <a href="#">Handout 1</a></li> <li>● Slides 3-5</li> <li>● Suggestions: <ul style="list-style-type: none"> <li>○ Show a model round before starting.</li> <li>○ Allow learners to move during setup (e.g., standing or pacing while listening).</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● After completing both drawings, participants stand up and show their drawings to each other, comparing the original and the copy.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Was it easy to describe or understand? What made it hard?</li> <li>○ How could this happen on a job or in your personal lives?</li> <li>● The trainer concludes that the message we intend to send and how that message is received can vary.</li> </ul>   |
| 5'  | Communication process - presentation | <ul style="list-style-type: none"> <li>● The trainer gives a simple visual presentation on the communication process.</li> <li>● Slides 6-8</li> </ul>  |   |   |
| 15' | Activity 1 - Are you listening?      | <ul style="list-style-type: none"> <li>● The trainer puts participants into groups of three.</li> <li>● Each participant is assigned a role: the speaker, the listener, and the observer.</li> <li>● Instructions for participants are available in <a href="#">Handout 2</a>.</li> </ul>   | <ul style="list-style-type: none"> <li>● Participants draw slips of paper, which the trainer hands out, to find out what their role is.</li> <li>● Each participant reads the instructions on their slip of paper before starting the activity.</li> <li>● Each listener receives a different instruction on their slip of paper (alongside the instruction not to show the paper to anyone else):</li> </ul> | <ul style="list-style-type: none"> <li>● After the conversations finish, the trainer asks the participants to evaluate the activity: <ul style="list-style-type: none"> <li>○ How did you feel during the activity?</li> <li>○ What happened?</li> <li>○ What did the observers notice?</li> <li>○ What did the speakers notice?</li> </ul> </li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>● Slides 9-10</li> <li>● Suggestions:               <ul style="list-style-type: none"> <li>○ Let learners choose their listener role from a list (more autonomy = more engagement).</li> <li>○ Encourage expressive or humorous role-play to help maintain attention.</li> <li>○ Limit to 90-second turns to reduce attention fatigue.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>○ Listen carefully and ask relevant questions at an appropriate time.</li> <li>○ Give advice you weren't asked for.</li> <li>○ Interrupt and prevent the speaker from finishing their sentence.</li> <li>○ Don't make eye contact with the speaker.</li> <li>○ Laugh when the speaker is serious.</li> <li>○ Talk to someone else while the speaker is talking.</li> <li>○ Change the subject frequently.</li> <li>○ Compliment the speaker frequently.</li> <li>○ Put the speaker down.</li> <li>○ Look around the room and appear distracted while the speaker is talking.</li> <li>○ Be shocked or offended by what the speaker says.</li> <li>● The speakers receive the instruction to think of something they feel strongly about or about a work-related experience (such as the first day on the job) and to be prepared to speak on this topic for two minutes.</li> <li>● The observers receive the instruction to silently note all interactions between the listener and the speaker. They should remain silent during the entire conversation.</li> </ul> | <ul style="list-style-type: none"> <li>○ What instructions did the listeners have?</li> <li>○ Connect to real life: "Have you ever had a colleague or customer like this?"</li> <li>● The trainer asks concluding questions:               <ul style="list-style-type: none"> <li>○ Did you feel that the listeners were listening?</li> <li>○ How does it make you feel when someone doesn't listen to what you are saying?</li> </ul> </li> <li>● The trainer can write down all participants' responses on the board or the flip chart.</li> <li>● Key Message: Poor listening makes people feel frustrated and leads to mistakes.</li> </ul> |
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| 5'  | Active Listening - Presentation | <ul style="list-style-type: none"> <li>The trainer gives a simple visual presentation on the introduction to active listening and tips for active listening in communication</li> <li>Slides 11-15</li> </ul>  |  |   |
| 15' | Activity 2 - Good listener      | <ul style="list-style-type: none"> <li>The trainer pairs up participants.</li> <li>Slides: 16-17</li> <li>Suggestions: <ul style="list-style-type: none"> <li>Encourage peer praise: "Tell your partner what they did well."</li> <li>Give short success checklists (e.g., "I made eye contact," "I asked a question").</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>In pairs, participants select another topic they feel strongly about and carry on a dialogue with one person, beginning the discussion and the partner listening.</li> <li>Speakers are instructed to check if the listeners are listening actively.</li> <li>Participants then change roles from speaker to listener.</li> </ul> | <ul style="list-style-type: none"> <li>After both participants have experienced both roles, the trainer reviews the activity with the participants. <ul style="list-style-type: none"> <li><i>What did the speaker notice?</i></li> <li><i>What made you feel heard?</i></li> </ul> </li> <li>Speakers give feedback on their partner's listening skills and explain what examples of active listening strategies they noticed.</li> <li>Participants also compare how they felt in the previous (Bad Listener) activity.</li> <li>Key Message: Active listening builds respect and avoids conflict.</li> </ul> |
| 20' | Activity 3 - Point of View      | <ul style="list-style-type: none"> <li>In the first part of the activity, the trainer groups participants into groups of 4.</li> <li>One participant from each group goes to the trainer (one after the</li> </ul>   | <ul style="list-style-type: none"> <li>The participants return to their group and describe what they saw to the other group members, who then have to draw the image according to their instructions.</li> <li>In the second part of the activity, the trainer asks the groups to show what they have drawn, checks with the person who saw the</li> </ul>               | <ul style="list-style-type: none"> <li>The trainer points out that, similarly, perceptions of the same situation may vary from person.</li> <li>The trainer asks the participants to share situations from their work or personal life where miscommunication might have</li> </ul>   |

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|     |  | <p>other) and is shown an image.</p> <ul style="list-style-type: none"> <li>Each participant sees a different image of the construction created by Arie Berkulin from 1977, titled Swing.</li> <li>Slides 18-20</li> <li>Suggestions:           <ul style="list-style-type: none"> <li>Let groups draw standing up or using a large flipchart for more movement.</li> <li>Allow time for creative/expressive reactions—this supports attention and memory.</li> </ul> </li> </ul> | <p>image how accurate the drawings are, and the rest of the group to guess what the object is.</p> <ul style="list-style-type: none"> <li>The trainer reveals that all groups saw and drew images of the same object, the Swing construction. The shape of the construction depends on the viewer's location.</li> </ul> | <p>happened due to a difference in perception.</p>  |
| 10' | <p>Discussion:<br/>What makes a good conversation?</p> | <ul style="list-style-type: none"> <li>The trainer asks the participants what makes a good conversation.</li> <li>The trainer points out what they have practiced so far—being a good listener, sharing their point of view, and being respectful. Then, the trainer asks them what</li> </ul>  | <ul style="list-style-type: none"> <li>The participants contribute ideas like “eye contact,” “listening,” and “clear speaking.”</li> <li>The participants help co-create the list.</li> </ul>  | <ul style="list-style-type: none"> <li>The trainer asks:           <ul style="list-style-type: none"> <li><i>What communication skills did you practise so far?</i></li> <li><i>Do you think those could help in a job interview?</i></li> </ul> </li> <li>The trainer summarizes that the participants already know how to have a good conversation and that a job interview is just that — a</li> </ul> |

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|  |  | <p>helped them feel heard or understood.</p> <ul style="list-style-type: none"> <li>• The trainer writes down what makes a good conversation.</li> <li>• The trainer asks the group about their experiences with job interviews.                             <ul style="list-style-type: none"> <li>○ Have you ever had one?</li> <li>○ What was it like?</li> </ul> </li> <li>• Slides 22-37</li> <li>• Suggestions:                             <ul style="list-style-type: none"> <li>○ Encourage walking discussion pairs before writing anything down.</li> <li>○ Use sticky notes or magnetic tiles to co-create a group poster with qualities.</li> <li>○ Give colored cards to vote for top 3 conversation skills.</li> </ul> </li> </ul> |  | <p>conversation where you get to show what you can do.</p> <ul style="list-style-type: none"> <li>• Key message: A job interview is a conversation, and you already know how to be a good communicator.</li> </ul> |
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| 15' | Activity 4 - Interview Dos and Don'ts | <ul style="list-style-type: none"> <li>• Trainer shows examples of good and bad behaviour – participants decide what's OK or not OK in an interview - slides 23-38</li> <li>• The trainer asks:                             <ul style="list-style-type: none"> <li>○ <i>Would this help in an interview?</i></li> </ul> </li> <li>• The trainer explains why certain behaviors matter.</li> <li>• Suggestions:                             <ul style="list-style-type: none"> <li>○ Use kinesthetic voting: learners move to “Yes,” “No,” or “Maybe” corners.</li> <li>○ Allow participants to act out behaviors rather than just observing them.</li> <li>○ Provide quick physical responses (e.g., clapping, thumbs up/down).</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• The participants vote thumbs up/down, and explain their answers.</li> <li>• They discuss what's expected by an employer</li> </ul> | <ul style="list-style-type: none"> <li>• The trainer notes which behaviors learners correctly identify.</li> <li>• The trainer asks:                             <ul style="list-style-type: none"> <li>○ Which behaviours made you feel confident?</li> <li>○ Which ones might make a bad impression?</li> </ul> </li> <li>• Key message: First impressions matter — even small behaviours show employers whether you're ready for the job.</li> </ul> |
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| 10' | Activity 5 -<br>Personal<br>Strengths<br>Circle  | <ul style="list-style-type: none"> <li>• The trainer facilitates group sharing.               <ul style="list-style-type: none"> <li>○ <i>What are you good at?</i></li> </ul> </li> <li>• The trainer asks learners to think of strengths (e.g., being on time, helping others, working with their hands).</li> <li>• Slides 38-39</li> <li>• Suggestions:               <ul style="list-style-type: none"> <li>○ Let learners pass if they don't feel ready to share aloud.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Learners name one personal strength aloud (with or without prompts). Others can help suggest strengths.</li> <li>• The learners use <a href="#">Handout 3</a> to help them with their answer.</li> </ul> | <ul style="list-style-type: none"> <li>• The trainer asks:               <ul style="list-style-type: none"> <li>○ <i>How did it feel to say something good about yourself?</i></li> <li>○ <i>Was it difficult? Why?</i></li> <li>○ <i>Was it easier when others helped?</i></li> </ul> </li> <li>• Key message: Everyone has strengths — knowing yours helps you speak with confidence in interviews.</li> </ul> |
| 15' | Activity 6 -<br>Common<br>Interview<br>Questions | <ul style="list-style-type: none"> <li>• The trainer introduces 3–5 questions with pictures or icons such as:               <ul style="list-style-type: none"> <li>○ <i>Tell me about yourself.</i></li> <li>○ <i>What are your weaknesses?</i></li> <li>○ <i>Can you tell me about your last job?</i></li> <li>○ <i>Where do you see yourself in one year?</i></li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• In pairs, learners practise simple answers using the sentence starters.</li> <li>• They take turns asking and answering.</li> </ul>  | <ul style="list-style-type: none"> <li>• The trainer asks:               <ul style="list-style-type: none"> <li>○ <i>Was it easy to answer?</i></li> <li>○ <i>What helped you know what to say?</i></li> <li>○ <i>Did you hear anything from your partner that you liked?</i></li> </ul> </li> <li>• Key message: You don't have to say a lot — clear, honest answers are enough to show who you are.</li> </ul> |

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|     |                        | <ul style="list-style-type: none"> <li>• The trainer gives sentence starters in <a href="#">Handout 4</a>.</li> <li>• Slides 41-42</li> <li>• Suggestions:               <ul style="list-style-type: none"> <li>○ Keep this brief and focused (max 3 questions)</li> <li>○ Offer options for oral, written, or drawn responses.</li> </ul> </li> </ul>   |  |  |
| 20' | Activity 7 - Role play | <ul style="list-style-type: none"> <li>• The trainer pairs up the learners.</li> <li>• The trainer supports learners in pairs to practise interviews using question cards. Switch roles after 5 minutes.</li> <li>• Slides: 43-44</li> <li>• Suggestions:               <ul style="list-style-type: none"> <li>○ Allow partner choice for comfort and engagement.</li> <li>○ Keep interviews short—2–3 questions per round.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Learners take turns acting as interviewer and interviewee.</li> <li>• Use sentence starters and visual aids to guide their conversation.</li> </ul> | <ul style="list-style-type: none"> <li>• The trainer asks:               <ul style="list-style-type: none"> <li>○ <i>How did it feel to do the interview?</i></li> <li>○ <i>What did you do well?</i></li> <li>○ <i>What could you improve?</i></li> </ul> </li> <li>• Key message: Practicing helps you feel more confident. You can learn to talk about yourself in a clear, respectful way</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>○ Provide a success checklist afterward: “What did I do well?”</li> </ul> |  |  |
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| 15' | Reflection and Wrap-Up | <ul style="list-style-type: none"> <li>• The trainer presents a visual poster or prints with “Top 5 Interview Tips.”</li> <li>• The trainer reads each one aloud with the group and explains them.</li> <li>• The trainer asks the group:               <ul style="list-style-type: none"> <li>○ <i>What went well?</i></li> <li>○ <i>What felt hard?</i></li> </ul> </li> <li>• The trainer provides coloured smiley faces or traffic light cards to show how they feel about interviews now.</li> <li>• Slides: 45</li> <li>• Suggestions:</li> <li>• Use color-coded reflection cards:               <ul style="list-style-type: none"> <li>○  = I feel ready</li> <li>○  = I’m a bit nervous</li> <li>○  = I need more practice</li> <li>○ Let learners write or draw one thing they’re proud of.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Learners follow the top 5 interview tips, ask questions, and take home their copy of the tips.</li> <li>• Learners choose a colour to express their comfort level and say one thing they feel more confident about.</li> </ul> | <ul style="list-style-type: none"> <li>• The trainer asks:               <ul style="list-style-type: none"> <li>○ <i>Which tip is most useful to you?</i></li> <li>○ <i>What’s something new you learned today?</i></li> </ul> </li> <li>• Key message: With the right preparation, you can do a great job in interviews — and show what makes you a great worker.</li> <li>• The trainer asks:               <ul style="list-style-type: none"> <li>○ <i>What will you remember for next time?</i></li> <li>○ <i>How can you keep practising this?</i></li> </ul> </li> <li>• Key message: You’ve already made progress. Even if you’re nervous, you can prepare and do well.</li> </ul> |
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