



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: Basic Communication Skills and Getting Ready for a Job Interview | | Subject: Communication Skills | Duration: 180 minutes |
| Learning objectives: By the end of the session, learners will: <ul style="list-style-type: none">• Understand how communication is influenced by listening, perception, and behavior.• Identify key elements of active listening and respectful conversation.• Recognize the role of communication in job interviews• Practice sharing personal strengths and answering common interview questions.• Gain confidence in presenting themselves during a job interview. | | Learning outcomes: After participating in the lesson, learners will be able to: <ul style="list-style-type: none">• Identify how poor communication behaviors (e.g., interrupting, ignoring, changing topics) affect conversations.• Demonstrate active listening techniques (e.g., paraphrasing, eye contact, nodding) in dialogues.• Explain how differences in perception can lead to misunderstandings in real-life situations.• List at least three qualities of a good conversation and relate them to their own experience.• Evaluate examples of good and bad interview behavior and justify their opinions.• Name at least one personal strength and explain how it can be an asset in a work setting.• Respond to 3–5 common interview questions using prepared sentence starters.• Participate in a mock interview as both interviewer and interviewee, using respectful communication.• Reflect on their own performance and express increased confidence in their communication skills. | |
| Teaching strategies: <ul style="list-style-type: none">• Experiential learning• Peer learning• Visual and verbal scaffolding• Reflective questioning• Positive reinforcement | | Instructional methods and procedures: <ul style="list-style-type: none">• Interactive presentations• Role-play• Group discussions• Guided practice• Observation and feedback• Use of handouts and visual aids to reduce cognitive load and support learners with dyslexia or lower literacy | |
| Introduction / Warm-up: Back-to-back drawing (described below) | | Brief description of activities: Warm-up Drawing Game – Demonstrates communication, clarity, and perception. Bad Listening Role-Play – Highlights how common behaviors affect conversations. Active Listening Practice – Builds respectful, attentive listening skills. Point of View Exercise – Shows how perception influences communication. | Practical Application (Hands-on scenario): Mock Interview Role-Play. 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>Resources and tools:</p> <ul style="list-style-type: none">• Four handouts• Slides• Visual aids• Flipchart or whiteboard for group input• Timer for role-play rounds• Printed “Top 5 Interview Tips” for take-home use | <p>Differentiation and Adaptation:</p> <ul style="list-style-type: none">• Clear, sans-serif fonts (e.g., Arial, Verdana) in large size (minimum 14pt), with high contrast backgrounds (dark text on light background).• Visual schedules and icons are provided to indicate activity steps.• Coloured overlays or tinted paper for handouts are used to reduce visual stress (especially for dyslexia).• Slides or handouts with text are not overloaded; only essential words are kept.• Oral instructions and modelling are used before every task. <p>Suggestions:</p> <ul style="list-style-type: none">• Add movement breaks (especially helpful for ADHD/dyspraxia).• Read role instructions aloud; different roles are colour-coded (for Activities 1 and 2)• Support sequencing by providing sticky notes with one concept each to move around (for discussion activity)• Allow extra time for reading, writing, and formulating responses.• Offer fidget tools or allow quiet doodling during discussion.• Use sticky notes or visual sequences (e.g., numbered cards or images) for steps in discussion or reflection.• Pre-teaching vocabulary sheet: Include key terms and matching visuals before the session. | |
| <p>Assessment methods :</p> <ul style="list-style-type: none">• self-reflection | | |

TEACHING AND LEARNING STRATEGY

| Time | Content | Tutor Activities | Learner Activities | Assessment Method and evidence |
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| 15' | Warm-up activity: Drawing | <ul style="list-style-type: none"> The trainer pairs up participants - they sit down back-to-back, facing away from each other. Each participant receives a drawing they have to describe to each other, a pen, and an empty sheet of paper. Drawing available in Handout 1 Slides 3-5 Suggestions: <ul style="list-style-type: none"> Show a model round before starting. | <ul style="list-style-type: none"> The participants cannot look at each other or show their drawings to each other; they can only communicate verbally. Participants take turns, both taking on the role of the person describing the image and the person drawing the described image. After completing both drawings, participants stand up and show their drawings to each other, comparing the original and the copy. | <ul style="list-style-type: none"> The trainer asks the group to evaluate the activity: <ul style="list-style-type: none"> How did you feel during this activity? Was it difficult to give the instructions/draw the image? Was it easy to describe or understand? What made it hard? How could this happen on a job or in your personal lives? The trainer concludes that the message we intend to send and how that message is received can vary. |
| 5' | Communication process - presentation | <ul style="list-style-type: none"> The trainer gives a simple visual presentation on the communication process. Slides 6-8 | | |
| 15' | Activity 1 - Are you listening? | <ul style="list-style-type: none"> The trainer puts participants into groups of three. Each participant is assigned a role: the speaker, the listener, and the observer. | <ul style="list-style-type: none"> Participants draw slips of paper, which the trainer hands out, to find out what their role is. Each participant reads the instructions on their slip of paper before starting the activity. Each listener receives a different instruction on their slip of paper (alongside the instruction not to show the paper to anyone else): | <ul style="list-style-type: none"> After the conversations finish, the trainer asks the participants to evaluate the activity: <ul style="list-style-type: none"> How did you feel during the activity? What happened? What did the observers notice? What did the speakers notice? |

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| | | <ul style="list-style-type: none"> ● Instructions for participants are available in Handout 2. ● Slides 9-10 ● Suggestions: <ul style="list-style-type: none"> ○ Allow participants to choose a role rather than draw randomly. ○ Offer “cheat sheets” with sentence starters for speakers. | <ul style="list-style-type: none"> ○ Listen carefully and ask relevant questions at an appropriate time. ○ Give advice you weren't asked for. ○ Interrupt and prevent the speaker from finishing their sentence. ○ Don't make eye contact with the speaker. ○ Laugh when the speaker is serious. ○ Talk to someone else while the speaker is talking. ○ Change the subject frequently. ○ Compliment the speaker frequently. ○ Put the speaker down. ○ Look around the room and appear distracted while the speaker is talking. ○ Be shocked or offended by what the speaker says. ● 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. ● The observers receive the instruction to silently note all interactions between the listener and the speaker. They should remain silent during the entire conversation. | <ul style="list-style-type: none"> ○ What instructions did the listeners have? ○ Connect to real life: “Have you ever had a colleague or customer like this?” ● The trainer asks concluding questions: <ul style="list-style-type: none"> ○ Did you feel that the listeners were listening? ○ How does it make you feel when someone doesn't listen to what you are saying? ● The trainer can write down all participants' responses on the board or the flip chart. ● Key Message: Poor listening makes people feel frustrated and leads to mistakes. |
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| 5' | Active Listening - Presentation | <ul style="list-style-type: none"> The trainer gives a simple visual presentation on the introduction to active listening and tips for active listening in communication Slides 11-15 | | |
| 15' | Activity 2 - Good listener | <ul style="list-style-type: none"> The trainer pairs up participants. Slides: 16-17 Suggestions: <ul style="list-style-type: none"> Provide sentence starters like: <ul style="list-style-type: none"> “What I hear you say is...” “Can you tell me more about that?” | <ul style="list-style-type: none"> 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. Speakers are instructed to check if the listeners are listening actively. Participants then change roles from speaker to listener. | <ul style="list-style-type: none"> After both participants have experienced both roles, the trainer reviews the activity with the participants. <ul style="list-style-type: none"> <i>What did the speaker notice?</i> <i>What made you feel heard?</i> Speakers give feedback on their partner's listening skills and explain what examples of active listening strategies they noticed. Participants also compare how they felt in the previous (Bad Listener) activity. Key Message: Active listening builds respect and avoids conflict. |
| 20' | Activity 3 - Point of View | <ul style="list-style-type: none"> In the first part of the activity, the trainer groups participants into groups of 4. One participant from each group goes to the trainer (one after the | <ul style="list-style-type: none"> 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. 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 | <ul style="list-style-type: none"> The trainer points out that, similarly, perceptions of the same situation may vary from person. The trainer asks the participants to share situations from their work or personal life where miscommunication might have |

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| | | <p>other) and is shown an image.</p> <ul style="list-style-type: none"> Each participant sees a different image of the construction created by Arie Berkulin from 1977, titled Swing. Slides 18-20 | <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"> 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. | <p>happened due to a difference in perception.</p> |
| 10' | <p>Discussion: What makes a good conversation ?</p> | <ul style="list-style-type: none"> The trainer asks the participants what makes a good conversation. 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 helped them feel heard or understood. The trainer writes down what makes a good conversation. The trainer asks the group about their experiences with job interviews. <ul style="list-style-type: none"> Have you ever had one? | <ul style="list-style-type: none"> The participants contribute ideas like “eye contact,” “listening,” and “clear speaking.” The participants help co-create the list. | <ul style="list-style-type: none"> The trainer asks: <ul style="list-style-type: none"> <i>What communication skills did you practise so far?</i> <i>Do you think those could help in a job interview?</i> The trainer summarizes that the participants already know how to have a good conversation and that a job interview is just that — a conversation where you get to show what you can do. Key message: A job interview is a conversation, and you already know how to be a good communicator. |

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| | | <ul style="list-style-type: none"> ○ What was it like? ● Slides 22-37 ● Suggestions: <ul style="list-style-type: none"> ○ Write contributions on sticky notes or magnetic cards. ○ Provide examples vs non-examples of good conversation visually. | | |
| 15' | Activity 4 - Interview Dos and Don'ts | <ul style="list-style-type: none"> ● Trainer shows examples of good and bad behaviour – participants decide what's OK or not OK in an interview - slides 23-38 ● The trainer asks: <ul style="list-style-type: none"> ○ <i>Would this help in an interview?</i> ● The trainer explains why certain behaviors matter. ● Suggestions: <ul style="list-style-type: none"> ○ Use pictures/icons instead of full slides—e.g., thumbs up/down | <ul style="list-style-type: none"> ● The participants vote thumbs up/down, and explain their answers. ● They discuss what's expected by an employer | <ul style="list-style-type: none"> ● The trainer notes which behaviors learners correctly identify. ● The trainer asks: <ul style="list-style-type: none"> ○ Which behaviours made you feel confident? ○ Which ones might make a bad impression? ● Key message: First impressions matter — even small behaviours show employers whether you're ready for the job. |

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| | | images, “do/don’t” traffic light cards. | | |
| 10' | Activity 5 - Personal Strengths Circle | <ul style="list-style-type: none"> • The trainer facilitates group sharing. <ul style="list-style-type: none"> ○ <i>What are you good at?</i> • The trainer asks learners to think of strengths (e.g., being on time, helping others, working with their hands). • Slides 38-39 • Suggestions: <ul style="list-style-type: none"> ○ Allow learners to point or circle a strength instead of saying it aloud. | <ul style="list-style-type: none"> • Learners name one personal strength aloud (with or without prompts). Others can help suggest strengths. • The learners use Handout 3 to help them with their answer. | <ul style="list-style-type: none"> • The trainer asks: <ul style="list-style-type: none"> ○ <i>How did it feel to say something good about yourself?</i> ○ <i>Was it difficult? Why?</i> ○ <i>Was it easier when others helped?</i> • Key message: Everyone has strengths — knowing yours helps you speak with confidence in interviews. |
| 15' | Activity 6 - Common Interview Questions | <ul style="list-style-type: none"> • The trainer introduces 3–5 questions with pictures or icons such as: <ul style="list-style-type: none"> ○ <i>Tell me about yourself.</i> ○ <i>What are your weaknesses?</i> ○ <i>Can you tell me about your last job?</i> | <ul style="list-style-type: none"> • In pairs, learners practise simple answers using the sentence starters. • They take turns asking and answering. | <ul style="list-style-type: none"> • The trainer asks: <ul style="list-style-type: none"> ○ <i>Was it easy to answer?</i> ○ <i>What helped you know what to say?</i> ○ <i>Did you hear anything from your partner that you liked?</i> • Key message: You don’t have to say a lot — clear, honest answers are enough to show who you are. |

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| | | <ul style="list-style-type: none"> ○ <i>Where do you see yourself in one year?</i> ● The trainer gives sentence starters in Handout 4. ● Slides 41-42 | | |
| 20' | Activity 7 - Role play | <ul style="list-style-type: none"> ● The trainer pairs up the learners. ● The trainer supports learners in pairs to practise interviews using question cards. Switch roles after 5 minutes. ● Slides: 43-44 ● Suggestions: <ul style="list-style-type: none"> ○ Allow learners to choose between being interviewer or interviewee if they're anxious. | <ul style="list-style-type: none"> ● Learners take turns acting as interviewer and interviewee. ● Use sentence starters and visual aids to guide their conversation. | <ul style="list-style-type: none"> ● The trainer asks: <ul style="list-style-type: none"> ○ <i>How did it feel to do the interview?</i> ○ <i>What did you do well?</i> ○ <i>What could you improve?</i> ● Key message: Practicing helps you feel more confident. You can learn to talk about yourself in a clear, respectful way |
| 15' | Reflection and Wrap-Up | <ul style="list-style-type: none"> ● The trainer presents a visual poster or prints with "Top 5 Interview Tips." ● The trainer reads each one aloud with the group and explains them. | <ul style="list-style-type: none"> ● Learners follow the top 5 interview tips, ask questions, and take home their copy of the tips. ● Learners choose a colour to express their comfort level and say one thing they feel more confident about. | <ul style="list-style-type: none"> ● The trainer asks: <ul style="list-style-type: none"> ○ <i>Which tip is most useful to you?</i> ○ <i>What's something new you learned today?</i> ● Key message: With the right preparation, you can do a great job in |

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| | | <ul style="list-style-type: none"> • The trainer asks the group: <ul style="list-style-type: none"> ○ <i>What went well?</i> ○ <i>What felt hard?</i> • The trainer provides coloured smiley faces or traffic light cards to show how they feel about interviews now. • Slides: 45 | | <p>interviews — and show what makes you a great worker.</p> <ul style="list-style-type: none"> • The trainer asks: <ul style="list-style-type: none"> ○ <i>What will you remember for next time?</i> ○ <i>How can you keep practising this?</i> • Key message: You’ve already made progress. Even if you’re nervous, you can prepare and do well. |
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