



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

Title of the lesson: Conflict Resolution in the Workplace	Subject: Soft Skills for Workplace	Duration: 1.5 hours
Learning objectives: <ul style="list-style-type: none"> Analyze all possible results from conflicts and determine how they shape professional relations positively or negatively. Self-awareness together with communication skills improves by noticing how we choose to communicate when facing conflict. The ability to intensely focus on listening should be developed for active engagement with different perspectives throughout conflict situations. Empathy serves as a conflict resolution tool which leads to effective dialogues when resolving conflicts. 		Learning outcomes: <ul style="list-style-type: none"> Understand and recognize different conflict types in working environments Develop communication skills for dealing with conflict in working environments Develop empathy for solving conflict situations Practice active listening that helps resolve conflicts.

Teaching strategies:

- Group discussions will explore both conflict resolution importance along with empathy and understanding.
- Learners will develop conflict management skills through role-playing exercises under such teaching methods.
- Learning reinforcements come through visual support materials and worksheets.
- The group conducts peer and self-evaluations to assess the role-play along with practicing conflict resolution methods.

Instructional methods and procedures:

Educators should implement role-playing activities along with hands-on scenarios to enhance the application of conflict resolution approaches and soft skills development.

Introduction / Warm-up:

- Open the class with an energizing activity to trigger thoughts about communication along with empathy skills.
- Start the activity by asking participants which conflicts they have experienced in the past.

Brief description of activities:

- The group must hold a discussion about conflict situations and their resulting effects.
- You will teach different conflict resolution approaches along with demonstrating why empathy features crucially in resolving disagreements.

Practical Application (Hands-on scenario):

- Role-play activities will become part of the learning process where learners practice conflict resolution methods both individually and with their groups of two.
- Learners should switch positions during their activities to understand both the perspectives of conflict.

Resources and tools:

- Whiteboard and marking tools.
- A projector together with screen functionality is required to show visual aids.
- Worksheets with questions and conflict resolution scenarios for each learning difficulty (ADHD, Dyspraxia, Dyscalculia, Dyslexia).

Differentiation and Adaptation:

Based on the specific differentiation strategies for the learners with ADHD, Dyspraxia, Dyscalculia, and Dyslexia, this lesson plan makes sure the learners participate meaningfully in the development of their conflict resolution and soft skills for the workplace.

ADHD, has short activities in the structure, energizers with movement, easy to follow step by step written instructions and visual turn taking tools such as imaginary balls and role cards. Self-regulation, focus and organization of thoughts is supported by using sentence starters and emotion flashcards.

Dyspraxia, reduces physical demands by slow paced activities and using picture cards and simple movement mirroring. Learners can respond through pointing or choosing key cards, as well as extra time for participation, while the conflict resolution methods are presented visually using colour coded steps.

Dyscalculia, all activities exclude numbers, sequencing or ordering. The lesson includes colour coded cards, symbols and pictures (green/red feedback cards, emoji emotion cards). Learners can interact in different ways (verbally or yes/no cards), with the educator reminders and repetition, as well as clear visual instructions.

Dyslexia, by reading aloud under the guidance of the educator and utilizing large font texts, visual aids, as well as prewritten sentence starter cards with images, the pressures of reading and writing are removed. Learning proceeds through flexible participation in which learners respond by speaking or selecting cards after sufficient processing time and auditory reinforcement.

Assessment methods:

- Self-assessment and peer-assessment after role-plays.
- Reflective questions to gauge understanding of conflict resolution methods.

TEACHING AND LEARNING STRATEGY (ADHD)				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
00:00 - 00:10	Energizer Activity: "Movement Chain"	<ol style="list-style-type: none"> 1. The group should form a circle while standing if possible or they can remain seated. 2. Make a single basic movement for the group to imitate (demonstrate by showing two hand claps). 3. Learners need to copy the movement while adding their own exclusive motion. 	<ol style="list-style-type: none"> 1. Watch carefully the first movement. 2. Repeat exactly what you saw. 3. You can use another movement to pass the ball to the next learner. 4. Each learner should use the imaginary ball to move it to the following one. 5. You should maintain a calm body posture throughout the sequence if you do not have the ball. 	<ol style="list-style-type: none"> 1. The educator observes the engagement. 2. Asks the learners: "How did this activity make you feel?" 3. Did everyone get a chance to have the imaginary ball?

		<ol style="list-style-type: none"> The educator uses an imaginary ball to throw toward the following individual. Counting from one to three will help participants stay focused. Promote involvement naturally yet avoid any pressure to join the activity. A quick speed will help everyone stay focused throughout the session. 		
00:10 - 00:30	Group Discussion on Conflict Situations	<ol style="list-style-type: none"> We should address the workplace challenges plain and direct at this point. Display visual emoticons that indicate feelings like anger, sadness, frustration and others. The question that should be asked: "Have you faced any issues at work?" How did it feel?" Use a whiteboard to write both the feelings and the workplace situations. Use an imaginary ball to manage how participants 	<ol style="list-style-type: none"> There are examples that you can use in case you don't feel confident to share a personal experience. Use an emoji from the provided list to express your feeling. Listen carefully to what the other learners say and the educator's instructions. Speak up if you want to add more information. 	<ol style="list-style-type: none"> During the scenario the educator uses a checklist which evaluates whether the learners engaged in sharing a conflict event or selected an example and expressed their emotion when it was their turn. "Did they use feeling words? Did they wait for their turn with patience?" Learners received support from their peers, for example though applause, each time?

		take speaking turns during discussion. 6. Rephrase the learner's words for verification of comprehension.		
00:30 - 00:50	Conflict Resolution Methods & Empathy	1. Display specific steps to deal with conflict by using a large image or slideshow. -Step 1: Stay Calm -Step II: Express your emotions by using a statement like (I feel this... because of these reasons). - Step III: Listen carefully to what the other person has to say. 2. Read aloud each step slowly. 3. Provide learners a printed outline showing the conflict resolution process using visual elements. 4. Display flashcards that demonstrate words with feelings and conflict phrases to the learners. 5. The educator uses an example model to express his upset by saying "I am sad because you ignored me" and waits from the learners to express their feelings.	1. Follow the educator's example, about the three steps. 2. Read the "I feel... because..." sentence. 3. Pick the emotion flashcard that represent how you feel in a conflict. 4. Say the sentence by asking for help if needed ("I feel angry because I was not asked my opinion"). 5. Watch and listen carefully while others practice.	1. Educator asks questions like: "What is the first step to solve a conflict?" 2. Learners show their flashcards and read one sentence. 3. Educator checks understanding through short role-play examples.

00:50 - 01:10	Role-Play Practice (Conflict Resolution)	<ol style="list-style-type: none"> 1. Educator presents a scenario with two workers who discuss their speed preference while completing a task. 2. Each learner will follow a specific part: Person A, Person B, Observer. 3. Each learner will get their role card showing clear instructions through text and images. -Person A suggests they perform the work faster. -Person B says that this pressure creates stress to him. -Observer needs to watch if both participants follow directions and remain relaxed. 4. Each role-play should last about 2-3 minutes. 5. Educator gives feedback and asks the team members to change roles. 	<ol style="list-style-type: none"> 1. Read your role card aloud. 2. Play the role as indicated on the card. 3. Say directly what you are feeling. 4. Listen to the others without interrupting. 5. As Observer you will perform a checklist to record details. -Did they listen? -Did they say how they feel? -Did they stay calm? 6. Ready to switch roles after each round. 	The educator uses a sheet with checklist to provide feedback by using positive comments.
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01:10 - 01:20	Reflection and Self-Assessment	<ol style="list-style-type: none"> 1. Provide learners with a basic emoji rating tool (😊 😐 😞). 2. Check if learners listened effectively and share emotional feedback during the day. 3. Provide support if it is necessary. 4. Each learner should provide their peers with a positive comment about their practice scenario. 	<ol style="list-style-type: none"> 1. Fill in the emoji self-assessment sheet. 2. Give feedback to each one by using the sentence: "I liked when you..." 3. Listen and accept peer feedback calmly. 	<ol style="list-style-type: none"> 1. Collect the self-assessment forms. 2. Listen carefully to the peer feedback comments. 3. Check that all learners complete this step (with help if needed).
01:20 - 01:30	Wrap-up and Summary of Learning	<ol style="list-style-type: none"> 1. Use the "3 Steps to Solve Conflict" from previous once more. 2. Ask the group if they remember "What is Step 1? What is Step 2? What is Step 3?" 3. Help the group say the steps aloud as a team. 4. Ask the learners if they have any question about the scenario that you have practiced. 5. Remind the importance of soft skills. 	<ol style="list-style-type: none"> 1. The learners should repeat aloud the steps. 2. Pay attention to what others say and show your approval. 3. Seek explanations when you do not understand the material provided. 	<ol style="list-style-type: none"> 1. Participation in final discussion. 2. Educator checks that each learner shares at least one learning point. 3. Group reflection completed.



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