



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

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

Lesson Plan for Dyscalculia



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| 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 (DYSCALCULIA) | | | | |
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| Time | Content | Tutor Activities | Learner Activities | Assessment Method and evidence |
| 00:00 - 00:10 | Energizer Activity: "Colour Card Matching" | <ol style="list-style-type: none"> 1. Provide learners with four colour cards which contain red, blue, green and yellow. 2. Provide instructions which state that learners need to display matching cards the educator instruction (e.g. show or say a colour). 3. Add simple movements: The participant should display the card at head level while holding it, or they should hold the red colour card against their chest. 4. Perform this exercise in small number of rounds and always maintain a slow pace. 5. The rules should remain visible through icons posted on the board (such as blue arrow above red hand display). | <ol style="list-style-type: none"> 1. Learners should carefully hear the instructions the educator provides. 2. Learners should provide the proper colour card after following basic rules. 3. The action should be copied while remaining calm. 4. Refer to the icons when you are not sure about the task. | <ol style="list-style-type: none"> 1. The educator checks learners' engagement along with successful matching between actions and colour codes. 2. The educator checks participants by asking: "Was it easy to match the colour and the action?" 3. Participation marked on a checklist. |

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| 00:10 - 00:30 | Group Discussion on Conflict Situations | <ol style="list-style-type: none"> 1. One at a time shows one large Situation Card (example: two people arguing, one person looking sad). 2. The educator reads the description aloud one at a time but slowly: “In this picture two coworkers are arguing. Has something like this ever occurred in the workplace?” 3. Give learners yes/no cards for them to answer or just have the nod the answer. 4. Every answer should be followed by a simple follow-up question. 5. The task is to “Read the person’s feelings” (e.g. show emotion cards: happy, sad, angry). “This helps the person feel better ...?” (Present the following picture options: handshake, talking bubble, sad face with a cross-out sign). 6. Have your learners help you to write their ideas on the whiteboard with matching symbols or pictures, for example handshake icon to represent “talk about it” and sad face to represent “feeling ignored.” | <ol style="list-style-type: none"> 1. Look at each Situation Card. 2. Pay close attention to the educator’s description. Answer using: Yes/no cards, Nod or shake head, speak if you prefer. 3. You say how the person in the picture feels. Describe it. 4. You share your ideas regarding what would be helpful in making the person feel better. 5. Say to the educator what you think so he can write it on the board. | <ol style="list-style-type: none"> 1. The educator writes down if the learners were participating in the whole process. 2. Look out for questions and engagement. |
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| 00:30 - 00:50 | Conflict Resolution Methods & Empathy | <ol style="list-style-type: none"> 1. The educator presents the scenario (e.g. workers standing in front of their desired seat near each other). 2. Using calm and clear voice ask the following question: "What can we say or do if we both want the same chair?" 3. Various Response Option Cards lay before the group with image and word combinations on each card. 4. Please identify which response would be most effective for dealing with this issue. 5. Give learners green-coloured choice identification cards as well as red-coloured alternative identification cards. 6. Learners respond through raising their colour cards, gesturing or through verbal communication. 7. Describe what makes an answer beneficial or detrimental following choice selection by explaining in basic terms such as "it shows gentleness" and "it could trigger arguments." 8. Discuss the results. | <ol style="list-style-type: none"> 1. Listen carefully to what is described as an issue. 2. Check the Response Option Cards. 3. Choose your answer by: -Green or red card -Show the response or say the choice aloud. 4. The educator explains whether the answer was correct or not. 5. Discuss at the end the feeling that you had and how you reacted (Calm, Speak, Listen). | <ol style="list-style-type: none"> 1. Educator observes participation (correct use of green/red cards, pointing, or speaking). 2. Educator checks understanding by asking simple questions like "Why is this a good choice?". 3. Participation and correct identification of steps recorded on educator's checklist. |
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| 00:50 - 01:10 | Role-Play Practice (Conflict Resolution) | <ol style="list-style-type: none"> 1. Show again the Situation Card (two coworkers want the same chair). 2. Give each role prepared sentence cards, with picture + phrase. Examples: "I was sitting on this chair from the start, so I feel upset." "Do you think that we could discuss about it?" "Can we share the chair?" 3. Assign roles: -Person A chooses a sentence card. -Person B also picks a sentence card. -Observer: use green/red card for feedback: green = calm and kind, red = anger or not kind. 4. Explain clearly: "Then, one card will be picked that you will say your part." "If it's difficult to express it with words then just try to point to the card." 5. Switch roles and each learner should try all the positions (A, B, Observer) 6. After each round give praise and feedback. | <ol style="list-style-type: none"> 1. Look at the Situation Card and pick the one that describes the situation best. 2. Green/red card used by observer to let know if the speaker was calm and kind. 3. Switch roles after each round with support from the educator. 4. Listen carefully to what everyone says in every round. | <ol style="list-style-type: none"> 1. Educator observes: -Was the chosen phrase correct and polite? -They listened and waited their turn. 2. Peer feedback through green/red cards. 3. Educators use a checklist to write down the participation results. |
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| 01:10 - 01:20 | Reflection and Self-Assessment | <ol style="list-style-type: none"> 1. Create a sheet and ask learners to express how they feel. 2. Ask them the above: “Did you say how you feel in a pleasant way?” -“There is anything that you want to add but you are shy to express?” 3. Peer feedback: learners give one positive comment to a partner using sentence starters: -“I enjoyed listening carefully.” -“I liked that you usually stayed calm.” | <ol style="list-style-type: none"> 1. Don't be afraid of expressing your feelings from the scenario process. 2. Give one positive comment to a peer. 3. Accept the feedback by saying 'Thank you', or nod. 4. You should ask for help if you have questions. | <ol style="list-style-type: none"> 1. Self-assessment sheets collected. Educator records the participation (self-assessment and peer feedback). |
| 01:20 - 01:30 | Wrap-up and Summary of Learning | <ol style="list-style-type: none"> 1. Educators encourage learners to express themselves about the feeling they have. 2. Discussion about what they said. 3. Finish the scenario with a praise. | <ol style="list-style-type: none"> 1. When the educator asks about how you feel, answer freely. 2. Listen to what the other learners say. 3. Encourage everyone in the group and celebrate the process. 4. Finally, ask any questions you may have. | <ol style="list-style-type: none"> 1. The educator observes if each learner has understood the scenario and the meaning of it. 2. Each learner shares at least one thing they learned. |



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