



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

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

### **Lesson Plan for Dyslexia**



Co-funded by  
the European Union

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

<b>Teaching strategies:</b> <ul style="list-style-type: none"><li>• Group discussions will explore both conflict resolution importance along with empathy and understanding.</li><li>• Learners will develop conflict management skills through role-playing exercises under such teaching methods.</li><li>• Learning reinforcements come through visual support materials and worksheets.</li><li>• The group conducts peer and self-evaluations to assess the role- play along with practicing conflict resolution methods.</li></ul>		<b>Instructional methods and procedures:</b> <p>Educators should implement role-playing activities along with hands-on scenarios to enhance the application of conflict resolution approaches and soft skills development.</p>
<b>Introduction / Warm-up:</b> <ul style="list-style-type: none"><li>• Open the class with an energizing activity to trigger thoughts about communication along with empathy skills.</li><li>• Start the activity by asking participants which conflicts they have experienced in the past.</li></ul>	<b>Brief description of activities:</b> <ul style="list-style-type: none"><li>• The group must hold a discussion about conflict situations and their resulting effects.</li><li>• You will teach different conflict resolution approaches along with demonstrating why empathy features crucially in resolving disagreements.</li></ul>	<b>Practical Application (Hands-on scenario):</b> <ul style="list-style-type: none"><li>• Role-play activities will become part of the learning process where learners practice conflict resolution methods both individually and with their groups of two.</li><li>• Learners should switch positions during their activities to understand both the perspectives of conflict.</li></ul>

## 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 (DYSLEXIA)				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
00:00 - 00:10	Energizer Activity: “Follow the Sound”	<ol style="list-style-type: none"> <li>1. The educator explains how we will start: “We will begin with a listening game to warm our bodies and our minds.”</li> <li>2. Ring a bell, tap softly, clap.</li> <li>3. Keep a slow rhythm and increase progressively to keep engagement.</li> <li>4. After the “listening game”, add simple movements, lift arms, tap feet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen carefully to the sounds.</li> <li>2. Clapping, tapping, snapping, copying the sound.</li> <li>3. Respond to the movement that follows the sound.</li> <li>4. The big emphasis is on group rhythm and coordination.</li> <li>5. If you are uncertain about the action, ask for clarification.</li> </ol>	<ol style="list-style-type: none"> <li>1. The educator asks the learners if they enjoyed the game.</li> <li>2. Participation is observed by the educator.</li> </ol>

00:10 - 00:30	Group Discussion on Conflict Situations	<ol style="list-style-type: none"> <li>1. Educator informs the learners about the topic: "First we will discuss some issues that you may face at work."</li> <li>2. Show Conflict Situation Cards (e.g., two coworkers arguing, one person looking sad).</li> <li>3. Read each scenario aloud slowly:               <ul style="list-style-type: none"> <li>- "What sort of thing will this have occurred at work?"</li> <li>- "Place emotion cards: happy, sad, angry by showing the person's face in them, and ask 'how do you think the person feels?'"</li> </ul> </li> <li>4. Offer three ways to answer:               <ul style="list-style-type: none"> <li>- Say the answer</li> <li>- Point to yes/no cards</li> <li>- Nod or shake your head</li> </ul> </li> <li>5. Answers can be written on a board.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at each situation card.</li> <li>2. Listen to the educator's description.</li> <li>3. Answer according to the instructions.</li> <li>4. The educator will write the answers on the board.</li> </ol>	The educator evaluates the participation and the responses of the learners.
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00:30 - 00:50	Conflict Resolution Methods & Empathy	<ol style="list-style-type: none"> <li>1. The educator shows the Conflict Scenario Card (for example, coworker skips coffee line).</li> <li>2. Read aloud the situation slowly.</li> <li>3. Ask for the learner's response: "How do you think that this would best be responded to?"</li> <li>4. The educator tries to create a conversation about why each response is good or not.</li> <li>5. Ask the learners about how they feel concerning this situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. The scenario should be read aloud to you.</li> <li>2. Discuss the response options.</li> <li>3. The explanations for each choice are audible.</li> <li>4. Have you kept your posture during this process, or something made you feel uncomfortable?</li> </ol>	<ol style="list-style-type: none"> <li>1. Educator notes the correct choices and the participation.</li> <li>2. Provide steps to conflict solution in case the learners have not mentioned.</li> </ol>
00:50 - 01:10	Role-Play Practice (Conflict Resolution)	<ol style="list-style-type: none"> <li>1. The educator shows a Card with two coworkers in the coffee machine.</li> <li>2. Read aloud the scenario slowly: "If both workers want coffee and one of them is in hurry, should the first one step aside without arguing? But this is not the first time that this has happened." What can you say?"</li> <li>3. Use Role Cards with images</li> </ol>	<ol style="list-style-type: none"> <li>1. Educators read the scenario and the questions.</li> <li>2. Listen carefully to what he says and ask for clarifications.</li> <li>3. Play your role by: <ul style="list-style-type: none"> <li>- Saying the sentence aloud,</li> <li>-Point the sentence card.</li> <li>-Listen actively what the other learners have to say.</li> </ul> </li> <li>4. Observers give feedback using green/red cards.</li> <li>5. Be ready to switch roles and repeat the activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Educator notes the responses from role play.</li> <li>2. An observation checklist indicating participation.</li> <li>3. After each round any praise or verbal feedback is given to reinforce learning.</li> </ol>

		<p>for assigning roles.</p> <ul style="list-style-type: none"> <li>-Person A (needs coffee and was there first)</li> <li>-Person B (needs also coffee and is in hurry)</li> <li>-An observer is the person that gives feedback with green or red cards.</li> </ul> <ol style="list-style-type: none"> <li>4. Give some Sentence Starter Cards for large text and pictures (“I feel...” to “Can we...” Please...”).</li> <li>5. Educators read the sentence aloud and ask learners to choose a sentence card.</li> <li>6. Start the role-play. Promote calm speech as well as active listening.</li> <li>7. Feedback cards are provided in green (calm and polite) or red (rude and angry) by the Observer.</li> <li>8. Change roles so that all learners assume the position of Person A, Person B and Observer.</li> <li>9. Do praise participation and explain feedback simply after each round.</li> </ol>	<ol style="list-style-type: none"> <li>6. Give feedback and think about your participation.</li> </ol>	
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01:10 - 01:20	Reflection and Self-Assessment	<ol style="list-style-type: none"> <li>1. Self-Assessment Cards with 3 emoji faces should be given out: 😊 😐 😞            Happy = “I did well”            Okay = “I did okay”            Sad = “I found it hard.”</li> <li>2. Educator reads each question loudly:            - “Did you stay calm?”            - “Did you say how you feel kindly?”</li> <li>3. Learners answer by the emoji face that represents their situation better.</li> <li>4. All together discuss the answers and give positive feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-assessment with choosing an emoji face.</li> <li>2. Each question is read by the educator.</li> <li>3. Always receive feedback</li> <li>4. kindly (say “Thank you” or nod).</li> <li>5. Ask for the educator’s help if you are unsure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Educators note the results from the self-assessment cards.</li> <li>2. Complete with feedback on the process.</li> </ol>
01:20 - 01:30	Wrap-up and Summary of Learning	<ol style="list-style-type: none"> <li>1. Present 3 Steps Cards (Calm, Speak, Listen).</li> <li>2. Ask aloud (slowly):            “There is someone who wants to show me how to stay calm?”            “There is somebody who can show me to speak kindly of how it feels like?”            “Who can tell me how to listen better?”</li> <li>3. Learners answer the questions verbally.</li> <li>4. Each learner will share one</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose one of the 3 Step Cards to answer the review questions.</li> <li>2. Share 1 thing you learned or what you will remember.</li> <li>3. If something is unclear ask more questions.</li> </ol>	Educator observes learner participation in the final review.

		<p>thing they will remember from what they learnt.</p> <p>5. Finish with group applause.</p>		
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