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

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

Lesson Plan for Dyspraxia

Title of the lesson: Conflict Resolution in the Workplace	**Subject:** Soft Skills for Workplace	**Duration:** 1.5 hours

Learning objectives:	**Learning outcomes:**
- 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.	- 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:	Differentiation and Adaptation:
- 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).	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 (DYSPRAXIA)		
Time	**Content**	**Tutor Activities**	**Learner Activities**	**Assessment Method and evidence**
00:00 - 00:10	Energizer Activity: "Gentle Mirror Stretching"	1. All learners should find a position where they feel comfortable sitting or standing. 2. Educator performs a movement, step by step and requests everyone to imitate his movements as if he was a mirror. 3. Use simple movements like: -Lift your arms slowly. -Slowly extend your arms until they are wide open and gradually close them. 4. All movements should occur at a controlled speed (fast changes need to be avoided). 5. Execute small movements and repeat two times.	1. Watch the educator carefully. 2. Mirror the educator's slow movements. 3. Pay attention to educator's techniques along with proper breathing practice (deep inhaled air through nose followed by slow released exhalation through mouth). 4. Request to stop if you feel unwell and then move forward only if necessary.	1. Educator observes the actions of copying and engagement. 2. Use a verbal check in like "Are you feeling nice with this action?" 3. Participation noted on checklist.

00:10 - 00:30	Group Discussion on Conflict Situations	1. The educator proposes to discuss the difficulties that arise within a work environment, and you have two options which include conversation **or using picture representations.** 2. Using a set of visual items including photo cards illustrating work conflicts between two people arguing and someone else appearing sad. 3. Ask the following question: *"Have you experienced this type of issue or witnessed this problem in your workplace?" "How you felt about this?"* 4. Write down the answers and mark each answer with a symbol or a picture that expresses the feeling (e.g. a sad face). 5. Use a book that will pass by every learner when it's their time to talk.	1. Select conversation or a picture as a communication mode. 2. According to the kind of question, you can response with **yes/no cards.** 3. Pay attention as the educator writes the responses on the board. 4. Every learner should switch holding the book while they describe their story. 5. If you don't understand a procedure, ask for explanations.	The educator writes down the results of participation and engagement.
00:30 - 00:50	Conflict Resolution Methods & Empathy	1. To solve workplace issues, keep your feelings under control and speak gently while paying attention to your team members. 2. Put five large colors cards with parts of a conflict and its answer in mixed order: **-Feeling angry**	1. Listen to the conflict story. 2. Indicate the card you select and proceed to the next from the set. 3. Help your team by placing cards in the proper sequence for the story. 4. When requested show the	1. The educator observes how the learners make their choices while participating in the learning activities. 2. The educator verifies comprehension through the type questions by

		-Taking a deep breath **-State your emotional state ("My sadness comes from this situation").** **-Listening** **-Solving the problem as a team.** 3. Introduce learners to different types of conflict using visuals or other examples. These may include: **-Interpersonal Conflict** (between individuals) **-Individual vs. Group** (one person's needs vs. group decisions) **-Resource Conflict** (lack of time, tools, or materials) **-Task Conflict** (unequal distribution of work) **-Value Conflict** (differences in beliefs or principles) 4. Encourage learners to identify and briefly discuss each type. 5. Allow learners to guess the correct order of the conflict resolution steps using the color cards. 6. As learners point to cards during the activity, let them arrange the cards in the order they indicate to support their understanding.	proper order (Calm, Speak, Listen). 5. Discuss the order with everyone participating.	matching which card demonstrates each behavior. 3. The educator tests the learner's ability to recognize both the conflict types and step-by-step order of the process.

		7. During the instructions learners should indicate the right cards on each stage.		
00:50 - 01:10	Role-Play Practice (Conflict Resolution)	1. The simple conflict situation describes two workers who need the same break period. 2. Each role receives a card that displays large texts and illustrations for easier understanding: -Person A stands in front of someone claiming that he wants to go to the break room at that moment. -The lack of break opportunities makes Person B experience upset feelings. -The observer will monitor their ability to pay attention while calming down. 3. When necessary, the educators should read the lines of dialogue to the learners. 4. The observer uses green- colored cards as an indication of effective communication while red cards mean interruptive behavior. 5. Perform the exchange roles while repeating the instructions for each new role.	1. The educator should read aloud the lines of their role (alternatively the actor can do it themselves). 2. During Observer involvement simple green and red cards should be used by the learner for providing feedback. 3. Inspect the transition between roles and listen to each participant. 4. The learners need to remain relaxed until it is their time to perform.	1. Peer feedback using green/red cards. 2. Participation of the educator by writing down the results on observation sheet. 3. 3. Encouragement and praise after each round.

01:10 - 01:20	Reflection and Self-Assessment	1. Every learner will have an assessment sheet containing smiley-face, neutral -face and sad-face emojis (😁 😐 😨). 2. The educator asks one question at a time to find out if each learner should have paid attention to what the other learners shared and how they felt. 3. Support those who need help. 4. Each learner should deliver at least one positive statement about their peers by saying what they liked about their performance.	1. Circle the matching face on your self-assessment sheet. 2. Learners should seek clarification when they do not understand the assessment questions. 3. Each learner should provide at least one positive feedback to another peer. 4. Keep your composure when receiving feedback by either expressing gratitude with words or using a simple nod.	1. Self-assessment sheets collected. 2. The peer feedback process is conducted with supplementary educator guidance when required. 3. The educator will note down involvement of learners in the reflection segment.
01:20 - 01:30	Wrap-up and Summary of Learning	1. Sum up about the 3 steps from the first part. 2. Ask learners to point to or say each step (Calm, Speak, Listen). 3. Repeat the three steps aloud as a group. 4. Positive closure	1. State the through process of conflict resolution. 2. Rephrase the most important message from the session. 3. Everyone should participate in the group agreement while finishing the session with a celebration.	1. The educator observes the total participation. 2. Ask each learner to share at least one learning point.

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