



## **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

<b>Title of the lesson:</b> Critical thinking - Practical Strategies for Adults with LD	<b>Subject:</b> Critical thinking	<b>Duration:</b> 1.5 hours
<b>Learning objectives:</b> <ul style="list-style-type: none"> <li>• Increase awareness of how critical thinking supports effective decision-making and everyday problem-solving</li> <li>• Provide easy-to-use, practical strategies for analyzing information and evaluating options, tailored to adults with learning disabilities</li> <li>• Guide learners in identifying their own thinking habits and building the skills needed for thoughtful, reflective choices</li> <li>• Analyze the implications of critical thinking in decision-making processes and its role in fostering effective workplace dynamics</li> </ul>	<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>• Learners will identify the role of critical thinking in making team-based decisions and solving problems collaboratively;</li> <li>• Learners will enhance their ability to analyze situations objectively, ask relevant questions and recognize assumptions during teamwork;</li> <li>• Learners will demonstrate skills in evaluating options and proposing constructive solutions based on logical reasoning rather than personal bias;</li> <li>• Learners will reflect on how critical thinking contributes to group success, fair participation and effective task distribution.</li> </ul>	

<p><b>Teaching strategies:</b></p> <ul style="list-style-type: none"> <li>• Integration of visual aids, such as icons and color-coded materials, to enhance understanding and retention;</li> <li>• Facilitated group discussions supported by real-life scenarios to encourage engagement and relevance;</li> <li>• Collaborative peer learning combined with interactive, hands-on micro-activities for practical skill development.</li> </ul>		<p><b>Instructional methods and procedures:</b></p> <p>Educators are encouraged to implement structured inquiry methods such as the Socratic method, role reversals and scenario-based analysis to stimulate critical reflection, encourage multi-perspective thinking and promote evidence-based reasoning.</p>	
<p><b>Introduction / Warm-up:</b></p> <ul style="list-style-type: none"> <li>• Begin the session with an engaging task that challenges intuitive thinking.</li> <li>• Facilitate a brief discussion by asking participants to share a situation where hasty judgment led to a suboptimal outcome</li> <li>• Have you ever been in a situation when you made a spontaneous decision, without analyzing the</li> </ul>	<p><b>Brief description of activities:</b></p> <ul style="list-style-type: none"> <li>• Engage in a structured discussion around selected scenarios requiring analysis and evaluation</li> <li>• Explore different viewpoints, analyze the strength of supporting arguments, and consider implications</li> <li>• Emphasis the logical consistency, ethical considerations, and evidence-based decision-making.</li> </ul>	<p><b>Practical Application (Hands-on scenario):</b></p> <p><b>“The Double Dilemma”</b></p> <p>Learners work in small groups and receive two real-life dilemma cards—one representing a <b>family challenge</b>, the other a <b>workplace issue</b>. For each dilemma, they must:</p> <ul style="list-style-type: none"> <li>- Identify the problem clearly.</li> <li>- Discuss possible reactions (emotional vs rational).</li> </ul>	

<p>consequences, which led you to positive/negative results?( at school/at work/ in your family)</p> <ul style="list-style-type: none"> <li>Write answers on a whiteboard or collect via post-its. Connect their challenges to the importance of critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Peer sharing and group reflection</li> <li>Introduction to Critical thinking</li> <li>Brainstorming in Critical thinking</li> </ul>	<p>- Use a simplified “Critical Thinking Map” (Who? What? Why? What if? What now?) to explore consequences and solutions.</p> <p>-Agree on the most thoughtful action and explain their reasoning.</p>
<p><b>Resources and tools:</b></p> <ul style="list-style-type: none"> <li>Whiteboard and markers for mapping decision-making processes</li> <li>Printed worksheets with prompts, decision trees, and reflection questions</li> <li>Projector for showing brief video examples of team scenarios and analysis models</li> <li>Role cards and scenario sheets for team simulations</li> <li>Colored cards for group voting and option evaluation</li> <li>Customized worksheets and critical thinking prompt cards, posters adapted to specific learning needs</li> <li>Canva, Nearpod, NaturalReader, CapCut, Visme,</li> </ul>		<p><b>Differentiation and Adaptation:</b></p> <p>Based on the specific strategies for learners with ADHD, Dyspraxia, Dyscalculia, and Dyslexia, the lesson provides multiple entry points to ensure full engagement:</p> <ul style="list-style-type: none"> <li><b>ADHD:</b> Short, structured tasks with movement-based transitions and visual aids. Tools like emotion flashcards and sentence stems help with focus and clarity of thought.</li> <li><b>Dyspraxia:</b> Tasks that minimize physical demands, offer visual sequences and support tools like colored step cards and micro-handwriting activities.</li> <li><b>Dyscalculia:</b> Micro-activities avoid numeric complexity; focus on classification, verbal logic, and image-based decision mapping.</li> </ul> <p>Dyslexia: Visual thinking tools, oral instruction, large-font texts, and opportunities to express ideas through speaking or symbols rather than</p>



Padlet, GoogleKeep	written format.
<p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Analysing and observation during task</li> <li>• Short self-reflection: “How to make the best decision using critical thinking?”</li> <li>• Self-assessment and peer-assessment after scenario analysis and argument evaluation.</li> <li>• Reflective prompts designed to assess understanding of critical thinking strategies, logical structure, and evidence integration.</li> <li>• Group discussion</li> </ul>	

TEACHING AND LEARNING STRATEGY (ADHD)				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
00:00 - 00:15	<b>Energizer Activity: “Mirror Thinking”</b>	<ul style="list-style-type: none"> <li>The group should form a circle and the tutor explains the rules 📄.</li> <li>Demonstrates a simple action (e.g. folding laundry or using a laptop).</li> <li>Asks learners to guess: is it family or work?</li> </ul>	<ul style="list-style-type: none"> <li>The learners observe and mirror the movement.</li> <li>They try to guess the context (family/workplace).</li> <li>They should justify their choice with one reason.</li> </ul>	<ul style="list-style-type: none"> <li>The educator asks: “Why did you think this was a family or work activity?” “Was it difficult to identify the context?(family or workplace)”</li> <li>Participation level in the energizer activity</li> </ul>
00:15 - 00:35	<b>Group Discussion on Critical Thinking</b>	<ul style="list-style-type: none"> <li>The tutor shows a colorful poster named: “STOP – THINK – CHOOSE”.</li> <li>The tutor uses a simple real-life example (at home or at your workplace). Then he asks: “Have you ever experienced this type of situation in your family/ at your workplace?” “How did you feel about this?”</li> <li>After the discussion 🧐🧩🧠 with the learners</li> </ul>	<ul style="list-style-type: none"> <li>They should watch the visuals carefully.</li> <li>They have to match the emojis to the situations.</li> <li>They share if they’ve had to think before reacting.</li> <li>If there are any learners who don’t understand the game they are free to ask for more details</li> </ul>	<ul style="list-style-type: none"> <li>The educator writes down the results of participation and engagement.</li> <li>Asks: “What is critical thinking?”</li> <li>Check</li> <li>if learners can name the 3 steps.</li> <li>Uses a quick matching game (emotion vs reason).</li> </ul>

		<p>he/she displays emojis for emotional decisions 😡😞 vs rational 😊😎 ones .</p> <ul style="list-style-type: none"> <li>The tutor tells the learners that If they didn't understand a procedure they should ask for explanations.</li> </ul>		
00:35 - 00:40	<b>Introduction to Critical thinking</b>	<ul style="list-style-type: none"> <li>The tutor introduces the concept of Critical Thinking to the students, using a Canva micro-presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The students are carefully watching the tutor's presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The Canva micro-presentation</li> </ul>
00:40 - 1:10	<b>Group Work: Family or Workplace Dilemmas</b>	<ul style="list-style-type: none"> <li>The tutor gives cards with short dilemmas (e.g., "Your brother breaks your phone" / "Your boss says you're late", etc.)</li> <li>Then asks learners to sort into FAMILY or WORKPLACE piles.</li> <li>- In the end he/she guides them in choosing a good thinking response.</li> </ul>	<ul style="list-style-type: none"> <li>Students have to sort the dilemma cards in teams(chosen by counting numbers).</li> <li>They read and decide the best calm action.</li> <li>After the group discussion 🗣️💬😞 they say what emotion they might feel and what they <i>should</i> do.</li> </ul>	<ul style="list-style-type: none"> <li>The educator observes team decision-making.</li> <li>Uses checklist: Did they sort correctly? Did they choose a reasoned action?</li> </ul>

01:10- 01:20	<b>Self Chec&amp; Peer Encouragement</b>	<ul style="list-style-type: none"> <li>• The tutor distributes the emoji self-assessment sheet.</li> <li>• Then asks: “What will you do differently at home or at work next time?”</li> </ul>	<ul style="list-style-type: none"> <li>• The learners complete the sheet.</li> <li>• They have to make a different decision: “Next time I feel upset, I will...”</li> <li>• They listen and give peer feedback using sentence starters.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator collects the forms.</li> <li>• The tutor listens to peer comments and ensures respectful tone and understanding.</li> </ul>
01:10 - 01:30	<b>Wrap-up &amp; Recap The Six Thinking Hats</b>	<p>The tutor -explains briefly the Six Thinking Hats GAME and their meaning:</p> <ul style="list-style-type: none"> <li>• <b>White Hat:</b> Facts &amp; Information 📝</li> <li>• <b>Red Hat:</b> Feelings &amp; Emotions ❤️</li> <li>• <b>Black Hat:</b> Caution &amp; Critical Judgment ⬛</li> <li>• <b>Yellow Hat:</b> Positivity &amp; Benefits ☀️</li> <li>• <b>Green Hat:</b> Creativity 🌱</li> </ul>	<ul style="list-style-type: none"> <li>• Take on the role of a Thinking Hat and contribute ideas from that perspective.</li> <li>• Discuss as a group the dilemmas and the chosen calm responses using their hats.</li> <li>• Reflect on feelings, facts, risks, benefits, alternatives, and teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist of participation from each Thinking Hat perspective.</li> <li>• Notes on depth and variety of critical thinking shown in feedback.</li> <li>• Observation of respectful communication and collaboration.</li> <li>• Verbal or written summary from groups about what they learned from multiple viewpoints.</li> </ul>



		<p>&amp; Alternatives </p> <ul style="list-style-type: none"> <li>● <b>Blue Hat:</b> Process &amp; Control </li> </ul> <p>Assigns or lets each team member pick a hat role for the discussion.</p> <p>Guides the group to give feedback on the dilemmas and chosen responses from each hat's perspective. For example:</p> <ul style="list-style-type: none"> <li>● White Hat: What facts do we know about this dilemma?</li> <li>● Red Hat: How might this make someone feel?</li> <li>● Black Hat: What could go wrong if we respond this way?</li> <li>● Yellow Hat: What are the benefits of this response?</li> </ul>	<ul style="list-style-type: none"> <li>● Listen actively and respond respectfully to peers.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Green Hat: Can we think of any other solutions?</li> <li>• Blue Hat: How well did the team work together?</li> </ul> <p>Facilitates respectful sharing and ensures everyone participates.</p> <p>Observes how well learners apply critical thinking from different angles.</p>		
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