



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

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

Lesson Plan for Dyspraxia






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

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

<p>consequences, which led you to positive/negative results?(at school/at work/ in your family)</p> <ul style="list-style-type: none"> Write answers on a whiteboard or collect via post-its. Connect their challenges to the importance of critical thinking. 	<ul style="list-style-type: none"> Peer sharing and group reflection Introduction to Critical thinking Brainstorming in Critical thinking 	<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>Resources and tools:</p> <ul style="list-style-type: none"> Whiteboard and markers for mapping decision-making processes Printed worksheets with prompts, decision trees, and reflection questions Projector for showing brief video examples of team scenarios and analysis models Role cards and scenario sheets for team simulations Colored cards for group voting and option evaluation Customized worksheets and critical thinking prompt cards, posters adapted to specific learning needs Canva, Nearpod, NaturalReader, CapCut, Visme, 		<p>Differentiation and Adaptation:</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"> ADHD: Short, structured tasks with movement-based transitions and visual aids. Tools like emotion flashcards and sentence stems help with focus and clarity of thought. Dyspraxia: Tasks that minimize physical demands, offer visual sequences and support tools like colored step cards and micro-handwriting activities. Dyscalculia: Micro-activities avoid numeric complexity; focus on classification, verbal logic, and image-based decision mapping. <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>Assessment methods:</p> <ul style="list-style-type: none"> • Analysing and observation during task • Short self-reflection: “How to make the best decision using critical thinking?” • Self-assessment and peer-assessment after scenario analysis and argument evaluation. • Reflective prompts designed to assess understanding of critical thinking strategies, logical structure, and evidence integration. • Group discussion 	

TEACHING AND LEARNING STRATEGY (DYSPRAXIA)				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
00:00 - 00:15	Movement & Thinking Game: “Copy and Decide	<ul style="list-style-type: none"> • Invite the group to form a circle , seated or standing. • Show a basic action slowly (e.g., putting food in the oven, writing at a desk). • Ask: “Is this a home task or a work task?” • Ask them to mirror the action. • Ask: “Why do you think that?” and “Was it easy or hard to decide?” 	<ul style="list-style-type: none"> • Learners observe and copy the action. • Respond by saying or pointing to “Family” or “Workplace”.   • Offer a reason: “Because it looks like cooking for family” or “Because it uses a laptop”. 	<ul style="list-style-type: none"> • Use icons or images for “Family” and “Workplace”. • Provide the choice to use picture cards instead of movement. • Note how learners engage and if they can explain their thinking.

<p>00:15 - 00:35</p>	<p>Group Discussion: “Thinking Before Reacting”</p>	<ul style="list-style-type: none"> • Show a poster or slide with three big words: PAUSE – THINK – DECIDE. • Using the game „PLAYFUL CONVERSATIONS” describe a short daily challenge (e.g., “Someone in your family interrupts you”, “A colleague gives you extra work”). • Ask: “Have you been in a similar situation?” • Show two emoji rows: emotional responses vs. calm responses. • Remind them: “It’s okay to ask if something is unclear 	<ul style="list-style-type: none"> • Learners listen to the example and connect with their own experiences. • Match emojis to the situation: 😊 = calm action, 😡 = quick reaction. • Can share examples of a time they had to stop and think. • Use picture support or gestures if needed. 	<ul style="list-style-type: none"> • Keep a visual chart of answers. • Gently prompt if a learner needs help expressing a thought. • Ask: “Can anyone name the three steps?” • Match terms to images to check understanding.
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00:35 - 00:40	Brief Concept Introduction: What Is Critical Thinking?	<ul style="list-style-type: none"> • Present a short and colorful Canva slideshow. • Use large visuals and simple definitions: “Critical thinking means slowing down to choose the best action.” • Highlight words and pictures. • Point to “Pause – Think – Decide” on every slide. 	<ul style="list-style-type: none"> • Watch and listen. • Point to or repeat key words: “Think first”, “Choose wisely”. • Ask a question if unsure. 	<ul style="list-style-type: none"> • Note facial engagement or questions. • Repeat key parts slowly if needed. • Invite short feedback: “Was that clear?” or “What did you like about it?”
00:40 - 1:10	Hands-On Practice: Sorting Real-Life Dilemmas	<ul style="list-style-type: none"> • Give each group 6–8 cards with short scenarios (e.g., “Your sister shouts at you” or “Your manager tells you off”). • Ask learners to sort the cards into FAMILY 🏠 or WORK 🏢 piles. 	<ul style="list-style-type: none"> • Sort cards in pairs or small groups (groups can be formed using number count). • Choose a response from a visual sheet. • Share which emotion they would feel and what they would choose to do. 	<ul style="list-style-type: none"> • Use visuals to represent options (😲 = surprised, 😡 = angry, 👍 = calm). • Mark responses on a checklist: correct sort, logical decision. • Support reading aloud or assign roles (reader, sorter, explainer).

		<ul style="list-style-type: none"> • After sorting, discuss: “What is a smart way to respond?” • Provide response options visually (calm talk, deep breath, asking for help). 		
01:10-01:20	Self Check& Peer Encouragement	<ul style="list-style-type: none"> • Hand out emoji-based self-check forms (happy face, thinking face, unsure face). • Ask: “What could you try differently at home or at work next time?” • Model a sentence: “Next time I feel angry, I will...” • Invite peers to listen and give gentle feedback. 	<ul style="list-style-type: none"> • Complete the form. • - Say or point to one positive change they want to try. • - Give feedback using sentence starters: “I liked that you...” / “Maybe you could also try...” 	<ul style="list-style-type: none"> • Ensure respectful tone and understanding. • Help express thoughts with visuals or sentence frames. • Collect forms for review.

<p>01:20 - 01:30</p>	<p>Quiz & Critical Thinking Bingo</p>	<ul style="list-style-type: none"> • Lead a light game using a soft ball or flashcards. • Ask: “What is Step 1 of critical thinking?” / “What could you do if your co-worker is unfair?” • Run a short BINGO game (using key words like: THINK, CHOOSE, FEELING, FAMILY, WORK). • The tutor uses bingobaker.com for a BINGO Game (key words from Critical Thinking Presentation) 	<ul style="list-style-type: none"> • Catch or point when it's their turn. • Answer short questions or point to the answer card. • Play BINGO using a simple grid and cross out the words they hear. 	<ul style="list-style-type: none"> • Encourage applause for each thoughtful answer. • Each learner speaks or participates at least once. • Review if learners recall key words and steps. <p>Recommended technologies: *Google Keep *CapCut</p>
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