



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

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

### **Lesson Plan for DYSCALCULIA**



Co-funded by  
the European Union

<b>Title of the lesson: Time Management - Practical Strategies for Adults with LD</b>		<b>Subject: Soft Skills / Life Skills – Time Management</b>	<b>Duration: 60 minutes</b>
<b>Learning objectives:</b>  Raise awareness of the value of time management in work and personal life  Teach simple, visual planning strategies adapted for learners with LD  Help learners identify personal time challenges and manage tasks effectively		<b>Learning outcomes:</b>  Learners can describe the importance of time management Learners complete a visual weekly planner with support Learners apply strategies to organize tasks and reduce time-related stress	
<b>Teaching strategies:</b>  Use of visual tools, icons, and color-coding  Guided group discussion and real-life examples  Peer learning and hands-on planning exercises		<b>Instructional methods and procedures:</b>  Brief video or story to introduce time management Group discussion of common time-wasting habits Step-by-step demonstration of a weekly planner Interactive task: build a personal weekly schedule using templates Group feedback and reflection	
<b>Introduction / Warm-up :</b>  “What makes it hard to be on time or get things done?”	<b>Brief description of activities :</b>	<b>Practical Application (Hands-on scenario):</b>	

Write answers on a whiteboard or collect via post-its. Connect their challenges to the importance of planning.	Introduction to time as a resource  Brainstorming on time-wasters  Practical demo of a planner  Weekly planning task using visual tools  Peer sharing and group reflection	Scenario: You've started a new part-time job. Plan your week balancing work, personal tasks, and rest time using a template. Use color coding, stickers, or digital tools for support.
<b>Resources and tools:</b>  Weekly planner templates (paper/digital)  Task cards with sample activities  Colored markers/stickers/icons  Optional: Canva, Padlet, NaturalReader		<b>Differentiation and Adaptation :</b>  ADHD: Short tasks, visual timers, movement breaks  Dyspraxia: Simple layouts, extra time, audio options  Dyscalculia: Use time blocks (morning/afternoon) instead of numeric hours  Dysgraphia: Digital templates, speech-to-text tools, visual planners
<b>Assessment methods :</b>  Observation during task  Completed weekly planner  Short self-reflection: "One thing I'll try to manage my time better"		

Group discussion

TEACHING AND LEARNING STRATEGY (DYSCALCULIA)				
Time	I. Content	Tutor Activities	Learner Activities	Assessment Method and evidence
	<b>Warm-up: Mime</b>	choose an activity from your morning, and mime the activity for your workshop peers	Mime morning activities. They can also explain their choice	Try to identify an activity, and share it with others. Try to explain your activity, and make others understand its importance.
	<b>Micro Relaxing Activities to Balance Work</b>	Roundtable discussion on micro activities that can be relaxing to intersperse with “work” activities prepare a white poster board and postits	Sit in a circle or small group around a <b>white poster board</b> labeled “Relaxing Break Ideas”.  Each learner receives <b>2–3 post-it notes</b> .  Think of <b>micro-activities</b> that help them feel calm or reset after focusing	Each learner produces at least one idea — either written, drawn, or dictated. These are collected and photographed or kept as a resource.  Tutor notes learners’ ability to explain or identify why that micro-activity is helpful.

			<p>— e.g. deep breathing, listening to music, drinking water, short walk, doodling, looking outside, etc.</p> <p>Share aloud or place their post-it directly on the board under one of these categories:</p> <ul style="list-style-type: none"> <li>• <b>Body</b></li> <li>• <b>Mind</b></li> <li>• <b>Environment</b></li> </ul>	
	<p><b>Guided Routine:</b> <b>‘What would you do?’ – Discussion based on real cases</b></p>	<p>Divide participants into four groups. Each group receives a different case study to read together.</p> <p>Stimulate discussion on common situations of poor time management</p>	<p>Each group discusses their case, answering three questions:</p> <p>What is the time management problem?</p> <p>How does the person feel about the situation?</p> <p>What would you suggest as a solution?</p> <p>Each group shares their case and answers with the rest of the group. The</p>	<p>Discussion</p> <p>Develop awareness and concrete strategies in a collaborative manner</p> <p>Encourage active reflection and problem-solving in groups</p>

			trainer facilitates comparisons between the cases.	
	<b>Hands-on activity: Create your day</b>	Guide participants individually in creating their personal routines, without numerical schedules.	Each participant composes his own day using only pictures. Can decorate or add emoji that represent their mood.	Participant observation and support
	<b>Self-evaluation with Emoji</b>	<p>Ask simple questions + emoji (😊 = yes / 😐 = a little / 😞 = no). “Did you find the activity useful?” “Did you feel safe?” “Would you use it at home?”</p> <p>Remember the list for the activities: Plan - Do - Pause - Finished.</p>	Participants respond by pointing to the corresponding emoji.	The tutor evaluates awareness and emotional involvement.



Co-funded by  
the European Union



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

**Project no.: 2023-1-IT02-KA220-ADU-000160459**



*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*