



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

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

### **Lesson Plan for DYSLEXIA**









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

Write answers on a whiteboard or collect via post-its. Connect their challenges to the importance of planning.	Brainstorming on time-wasters  Practical demo of a planner  Weekly planning task using visual tools  Peer sharing and group reflection	
<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 (DYSLEXIA)				
Time	1. Content	Tutor Activities	Learner Activities	Assessment Method and evidence
	<b>Warm-up: “Two truths and a lie...about my time.”</b>	<p>Distributes a plain sheet divided into three lines, with 3 sentences</p> <p>“Write three sentences about yourself and how you manage time. Two must be true and one...is a lie!”            (Ex. “I always do things at the last minute.” - “I use a list every day.” - “I always wake up at 6 a.m. happy to work!”)            Each person reads or has his or her sentences read. The group tries to guess what the lie is!</p>	<p>Pensano alle proprie abitudini o difficoltà legate alla gestione del tempo.</p> <p>Scrivono tre brevi frasi (con o senza aiuto), oppure scelgono tra opzioni proposte.</p> <p>Partecipano alla parte ludica del gioco, indovinando la “bugia” degli altri.</p> <p>Possono usare emoji, simboli o colori per identificare le frasi.</p>	<p>Reflect in a fun and nonjudgmental way on personal time management habits, activating awareness of one's difficulties and strengths.</p>
	<b>Collective brainstorming</b>	<p>Start the discussion with the question, “What are the things you do every day from the moment you wake up?”</p> <p>Writes each said activity on whiteboard or large sheet in capital letters, reading aloud as he writes.</p>	<p>They participate verbally or with the support of pictures or gestures.</p> <p>They may suggest activities in pairs, with the support of a partner or tutor.</p>	<p>The final blackboard (words + symbols) is a collective product and basis for the next stage.</p>

		<p>Gives examples as needed (e.g., “eat breakfast,” “get dressed,” “go to work,” “watch TV”).</p> <p>Uses icons or emoji drawn next to words if available.</p>		
	<b>Visual classification</b>	<p>Draws three columns on a poster board or blackboard: Morning - Day - Evening.</p> <p>Reads the activities that emerged in the brainstorming one at a time.</p> <p>Asks, “When do you do this activity?”, “When do you think it is best to do them.”</p> <p>Invites participants to move the words or write in the corresponding blocks.</p>	<p>They indicate or move activities to the correct column.</p> <p>They can verbalize choices or use colors (e.g., yellow = morning).</p> <p>They can prepare visual cards with pictures/drawings/key words.</p>	The final poster with the divided activities is visual evidence of learning.
	<b>Creation of personal planner</b>	<p>Distributes a simple planner template in three sections</p> <p>Reads aloud the key words to choose (or shows them printed).</p>	<p>everyone fills out their own outline, with key words, colors and writing support</p> <p>Participants construct a comprehensive daily plan: - 2-3 activities per block</p>	<ul style="list-style-type: none"> <li>- Use of simple words and highly readable fonts</li> <li>- Oral and visual support at every stage</li> <li>- Ability to dictate or work in pairs</li> <li>- No use of long texts or numerical times</li> </ul>

		<p>Invites writing, pasting or choosing 2-3 activities for each part of the day. Offers support for writing, including under dictation or with stickers. Suggests using different colors per type of activity:</p> <ul style="list-style-type: none"> <li> work</li> <li> relaxation</li> <li> personal</li> </ul>	<p>- They color or label by activity type ( work,  relaxation,  personal)</p>	
	<p><b>Conclusion: “My favorite moment”</b></p>	<p>- Oral reflection or with emoji: “What was helpful to you today?”</p> <p>Invites participants to look at their completed planner.</p> <p>“Is there an activity in your plan that you feel good about or enjoy doing?”</p>	<p>They look at the planner and point to an activity that makes them feel good.</p> <p>Choose an emoji to say how they feel after the activity.</p> <p>They can share verbally or through pictures one thing they learned.</p>	



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