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

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

Lesson Plan for DYSPAXIA

Title of the lesson: Time Management - **Practical Strategies for Adults with LD**	Subject:Soft Skills / Life Skills – Time Management	Duration: 60 minutes

Learning objectives:	Learning outcomes:
Raise awareness of the value of time management in work and personal life	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
Teach simple, visual planning strategies adapted for learners with LD	
Help learners identify personal time challenges and manage tasks effectively	

Teaching strategies:	ructional methods and procedures:
Use of visual tools, icons, and color-coding	Brief video or story to introduce time management
	Group discussion of common time-wasting habits
Guided group discussion and real-life examples	Step-by-step demonstration of a weekly planner
	Interactive task: build a personal weekly schedule using templates
Peer learning and hands-on planning exercises	Group feedback and reflection

Introduction / Warm-up :	Brief description of activities :	Practical Application (Hands-on scenario):
"What makes it hard to be on time or get things done?"	Introduction to time as a resource	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.

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

Resources and tools:

Weekly planner templates (paper/digital)

Task cards with sample activities

Colored markers/stickers/icons

Optional: Canva, Padlet, NaturalReader

Differentiation and Adaptation :

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

Assessment methods :

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 (DYSPRAXIA)

Time	1. Content	Tutor Activities	Learner Activities	Assessment Method and evidence
	Warm-up: "Guess My Daily Task"	Invite participants to form a circle, sitting or standing according to their preference. Explain that everyone will take turns mimicking a simple daily activity (e.g., brushing teeth, catching the bus, cooking). The tutor starts as an example, slowly mimicking the action. The others have to guess which activity it is. When they guess correctly, the activity is written or drawn on a board or blackboard. Use supporting pictures or show a list of possible activities to help participants choose what to mime.	They observe the mime and try to guess the activity depicted. They take turns miming an activity from their daily life (with or without visual support). They can point to a picture instead of miming if they have motor difficulties. They participate in collectively identifying activities to write on the board.	Tutor observes who actively participates, who can mimic, who can guess. Records the named activities on the board. Short check: "What was an activity that you easily recognized?" Encourage participation but without pressure; participants can pass if they don't feel like it.
	Visual Discussion: Daily Routines & Challenges	Retrieve the daily activities mimicked in the warm-up and that have already been written or drawn on the board (e.g., brushing teeth, taking the bus, cooking).	They observe the activities already written down from the previous game.	The mentor observes participation, response patterns (verbal, visual, gestural), and notes the level of involvement.

		Show one by one the activities from the board and ask: "Is this activity easy or difficult for you?" Offer visual tools for answering: Smilies (☺ = easy, ☻ = difficult) Red/green cards Symbols (thumbs up/down) Record answers directly on the board next to each activity using colored stickers or symbols. Optionally ask: "What makes it difficult?" (and provide simplified examples such as 'too much hurry,' 'too much noise,' etc.). If necessary, provide picture cards with potential obstacles (e.g., traffic, alarm clock going off, loud noises).	They indicate with symbols, cards or gestures whether that activity is easy or difficult for them. They add their own symbol next to the corresponding activity. They can briefly explain (verbally or with a picture card) why they find that activity difficult or easy.	A visual map of the group's daily challenges is constructed, useful for adapting the next phase of planning. The mentor notes who needs more time or supports to communicate.
	Time Planning with Support Cards	Distribute a laminated or digital sheet with a simple grid: 3 time blocks (Morning - Afternoon - Evening), and columns with categories: • Work Activity • Personal care	work, private life, and relaxation. They can point, place, or verbalize their choices.	**Goal**: **To help adults with dyspraxia plan a balanced day,** dividing time between work, personal care, practical tasks and breaks, using a visual scheme and tactile aids.

		• Practical tasks (e.g., cooking, grocery shopping) • Leisure / Relaxation Concrete activities in each category. Examples: "Writing a work email" "Taking a shower" "Grocery shopping" "Listening to music" Step-by-step guide to enter at least 1 activity from each category in each block of the day. Example: "What do you do for work in the morning?" "What about relaxing in the evening?" Allow extra time to choose or communicate.	They use visual or tactile supports to construct their daily plan. They discuss with a partner/tutor if they wish to explain their choices.	**Simplified planning tools.** Block planners (e.g., "morning = important activity," "afternoon = break + simple activity") instead of precise schedules. Calendar apps with visual or audible reminders, such as: Google Calendar with color-coded Time Timer or similar apps to visualize time passing
	Reflection & Self-Assessment: "How Did My Day Look?"	Shows a laminated card with 3 time slots (Ex. 7:00 am to 9:00 am - Morning before leaving home). Choose unz time slot and after entering the typical activities, break them down into micro-steps. **Goal: Visual and predictable routines** Creating fixed daily routines helps reduce anxiety and uncertainty. Use visual weekly or daily planners, with clear sections for morning/afternoon/evening.	Some may verbalize the sequence ("First I get up, then I brush my teeth...") or point to it. They may use colored labels to distinguish mandatory, optional or "pleasant" activities.	The plan of the final routine is collected or photographed as a product of the activity. The mentor observes: The ability to choose consistent micro-steps The adherence to the sequence The need for support or independence

		Goal: Segmentation of tasks. Divide each task into micro-steps, each with an estimated time or symbol (e.g. receive email → reply → archive). Use "Step by Step" tabs with pictures or key words.		Brief feedback moment: "What could you do each morning to feel more ready for work?"
	Technologies and Conclusion	discover Assistive technologies - Voice assistants (e.g., Google Assistant, Alexa) for remembering appointments or giving spoken instructions. - NaturalReader for reading reminders or task lists. Simplified To-do list apps such as: - TickTick or Todoist (with the possibility of visual checklists) - Trello (with visual bulletin boards and drag-and-drop)	Feedback about what they learned and Feedback on what they think will help them most	

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