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TOGETHER



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## TOGETHER WE CAN Course

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### Trainer's Guide

## Module 1: Building Daily Routines & Time Management

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# 1. Welcome to the TOGETHER WE CAN COURSE!

## 1.1 Purpose of the Trainer's Guide

The TOGETHER Trainer's Guide has been designed specifically to support and streamline the delivery of the Course developed in the context of the TOGETHER WE CAN project. The Course constitutes a 2-day course, a total of 16 hours of training. Furthermore, the Trainer Guides include examples of exercises and group activities, questions that should be asked during the trainings and more.

## 2. TOGETHER WE CAN TRAINING FOR TRAINERS

### 2.1. Learning objectives for Module 1:

With the completion of this unit, learners will be able to:

1. Recognise common barriers to establishing routines for children with ADHD, and apply strategies to overcome them.
2. Estimate realistic times and manage transitions between activities.
3. Use step-by-step planning techniques and adopt tools (visual timetables, calendars, checklists) to support routines.
4. Design and adapt personalised morning, homework, and bedtime routines suited to their child's needs.

## 3. TOGETHER TRAINING CONTENT

- Module 1: Building Daily Routines & Time Management
- Module 2: Communication & Instruction Techniques
- Module 3: Homework, Learning & Concentration Strategies
- Module 4: School Collaboration & Advocacy
- Module 5: Emotional Regulation, Behaviour & Social Inclusion
- Module 6: Healthy living: Nutrition, Physical activities & Sleep



## Module 1: Building Daily Routines & Time Management

Duration: 90 mins

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
<p><b>15 min</b></p>	<ol style="list-style-type: none"> <li>1. Welcoming the learners</li> <li>2. Icebreaker – Presentation of trainer and learners:</li> </ol> <p>This presentation is designed to be learner-focused, interactive, and practical. The trainer should not simply read from slides but instead guide a conversation, using the material as a framework to encourage discussion, reflection, and application.</p> <ul style="list-style-type: none"> <li>• Explain learning outcomes clearly.</li> <li>• Present key concepts clearly, using slides as visual support.</li> <li>• Break down complex information into simple, practical steps.</li> <li>• Encourage learners to ask questions throughout, not just at the end.</li> </ul> <p><b>Delivery Tips:</b></p> <ul style="list-style-type: none"> <li>• Maintain eye contact and positive body language.</li> <li>• Use questions to check audiences understanding.</li> <li>• Adapt to the audience—read the room and adjust if learners look disengaged or confused.</li> </ul> <p>Begin by explaining that the TOGETHER WE CAN Project is a European funded project designed to help parents/guardians of children with ADHD to overcome common challenges within ADHD children and equips them with</p>	<ol style="list-style-type: none"> <li>1. A welcoming flipchart paper/slide</li> <li>2. Flipchart paper and Markers</li> <li>3. Slides 1 to 3</li> </ol>	<p>Introduction – Learning Objectives</p>



	<p>the knowledge and tools to foster greater social inclusion for their children.</p> <p>3. Rules of the training session – agree the rules everyone should respect during the training (phones on silent, ask questions, no question is silly, be constructive, it is OK to disagree with others, disagreement is not to be taken personally or as an attack, have fun and enjoy yourself etc.), write them on a Flipchart paper and ask everyone to sign.</p> <p>4. Learning objectives and competencies: present the slide with the Learning Objectives and Competencies</p>		
<p><b>20 min</b></p>	<p><b>Unit 1. The Importance of Routines for ADHD Management &amp; Common Barriers</b></p> <p><b>Trainer’s Notes:</b></p> <p><b>1.1.</b> Highlight the executive function challenges and the importance of routines and how this helps.</p> <p><b>1.2.</b> Common barriers to maintaining routines and how to overcome them. (Examples from the module 1 content).</p>	<p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p> <p>Video-projector</p> <p>Slides 4 to 5</p>	<p><b>Unit 1 Subchapters:</b></p> <p>1.1 The importance of routines and time management (especially for ADHD children)</p> <p>1.2 Common barriers to maintaining routines</p>
<p><b>20 min</b></p>	<p><b>Unit 2: Overcoming Barriers via Step-by-Step Planning Techniques</b></p> <p><b>Trainer’s Notes:</b></p> <p><b>2.1 Activity:</b> Ask parents/guardians to choose one routine (morning, homework, bedtime) and write out every micro-step in as much detail as possible. Examples in module 1.</p> <p><b>2.2</b> Time estimation and transitions</p>	<p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p> <p>Video-projector</p> <p>Slides 6 to 7</p>	<p><b>Unit 2 Subchapters:</b></p> <p>2.1 The step-by-step (chunking) mindset</p> <p>2.2 Time estimation and transitions</p>



	<p><b>Mention 2-3 Strategies in Module 1</b></p> <p><b>Group Discussion / Role Play:</b></p> <ul style="list-style-type: none"> <li>• Invite participants to share which barriers they face in their home (or in past attempts).</li> </ul> <p><b>2.3</b> Overcoming resistance and maintaining flexibility</p> <p>Co-create the routine with your child — give them voice, allow choices (e.g. “Do you want to pick pyjamas first or brush teeth first?”)</p>		<p>2.3 Overcoming resistance and maintaining flexibility</p>
<p><b>20 min</b></p>	<p><b>Unit 3: Tools — Visual Timetables, Calendars &amp; Checklists to Create Personalised Routines</b></p> <p><b>3.1</b> Overview of effective tools &amp; digital supports</p> <p><b>Tip:</b> Use at most 2-3 tools initially so it is manageable; avoid tool overload. Once these tools have been adapted in the child’s routine for some time, more tools can be added slowly over time.</p> <p><b>3.2</b> How to build a visual timetable / routine chart</p> <p>Explain the Step-by-step guide to learners.</p> <p><b>3.3</b> Creating personalised routines: morning, homework, bedtime</p> <p>Explain to the learners how to use tools such as the Pomodoro technique:</p> <ul style="list-style-type: none"> <li>• Use Pomodoro technique or timed work blocks (e.g. 25 min work → 5 min break, 25 min work → 5 min break, 25</li> </ul>	<p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p> <p>Video-projector</p> <p>Slides 8 to 10</p>	<p><b>Unit 3 Subchapters:</b></p> <p>3.1 Overview of effective tools &amp; digital supports</p> <p>3.2 How to build a visual timetable / routine chart</p> <p>3.3 Creating personalised routines: morning, homework, bedtime</p>



	<p>min work → 5 min break, 25 min work → 15-30 min break)</p> <ul style="list-style-type: none"> <li>• Place priority items first to avoid fatigue</li> <li>• Use visual checklist so child sees what's left to do</li> <li>• Use silent prompts or timers</li> <li>• Build in accountability / check-ins (parent reviews progress mid-block)</li> <li>• Reserve transition buffer when switching out of homework mode.</li> </ul>		
<b>15 min</b>	<p>Facilitate the activities and exercises based on the selected case studies*</p> <p>Refer to the Case Study materials and exercises document*</p> <p>Present the case study, allow time for discussion, and then ask the questions/ exercises for the learners to answer. (Individual and group learners)</p>	<p>x2 Case studies</p> <p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p> <p>Video-projector</p> <p>Slides 11 to 14</p>	<p>x2 selected Case studies and exercises</p>
<b>5 min</b>	<p>General conclusion and short session on potential questions or remarks.</p>	<p>Discussion</p>	<p>Conclusion</p>