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TOGETHER



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TOGETHER WE CAN Course

Project Number: 2024-1-CY01-KA210-ADU-000253720

Trainer's Guide

Module 2: Communication & Instruction Techniques

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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 2:

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

- Explain the principles of positive communication with ADHD children
- Demonstrate how tone, body language, and eye contact influence communication
- Identify emotional triggers and avoid common communication pitfalls
- Use step-by-step instruction techniques and active listening to improve compliance and connection

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 2: Communication & Instruction Techniques

Duration: 90 min

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
15 min	<p>1. Welcoming the learners</p> <p>2. Icebreaker – Presentation of trainer and learners:</p> <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"> • Explain learning outcomes clearly. • Present key concepts clearly, using slides as visual support. • Break down complex information into simple, practical steps. • Encourage learners to ask questions throughout, not just at the end. <p>Delivery Tips:</p> <ul style="list-style-type: none"> • Maintain eye contact and positive body language. • Use questions to check audiences understanding. • Adapt to the audience—read the room and adjust if learners look disengaged or confused. <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 the</p>	<p>1. A welcoming flipchart paper/slide</p> <p>2. Flipchart paper and Markers</p> <p>3. Slides 1 to 3</p>	Introduction – Learning Objectives



	<p>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>20 min</p>	<p>Unit 1: The Principles of Positive Communication with ADHD Children</p> <p>Begin with an Introduction to effective communication with ADHD children.</p> <p>Trainer’s Notes:</p> <p>1.1 Begin by asking the learners What Is Positive Communication? Then explain the core principles of positive communication.</p> <p>1.2 Explain why positive communication works (Especially for ADHD children):</p> <p>e.g. Positive communication supports self-esteem, emotional regulation, and willingness to cooperate. Etc</p> <p>1.3 Mention the Positive Communication Tools for Children with ADHD listed in the presentation and explain how each of them work.</p> <p>Role-Play Exercise: Effective vs Ineffective Communication</p> <p>Scenario A (ineffective): Parent: “Why didn’t you do your homework? I’m</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>Unit 1 Subchapters:</p> <p>1.1 What Is Positive Communication?</p> <p>1.2 Why This Works (Especially for ADHD children)</p> <p>1.3 Techniques & Tools</p>



	<p>sick of nagging you all day!” Child: (shrugs or becomes defensive)</p> <p>Scenario B (effective): Parent: “Let’s do this together. First, open your book. Then I’ll help you with the first question.” Child: (begins)</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What differences did you notice in tone, words, and posture in these two scenarios? 		
<p>20 min</p>	<p>Unit 2: The Role of Tone, Body Language, and Eye Contact & Instruction & Listening Techniques</p> <p>2.1 The Power of Nonverbal Communication, (Use examples)</p> <p>2.2 Clear, Step-by-Step Instructions</p> <p>How:</p> <ol style="list-style-type: none"> 1. Get attention (e.g. “Alex, look at me”) 2. Give one instruction at a time 3. Pause — let it sink in 4. Check understanding (“What’s first?”) 5. Break tasks into parts 6. Praise success (“Thanks for doing that so quickly!”) <p>2.3 Active Listening</p> <p>Explain Active Listening and how it can be used.</p> <p>Use Active Listening Techniques from the slides</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>Unit 2 Subchapters:</p> <p>2.1 The Power of Nonverbal Communication</p> <p>2.2 Clear, Step-by-Step Instructions</p> <p>2.3 Active Listening</p>
<p>20 min</p>	<p>Unit 3: Emotional Triggers & Communication Mistakes</p> <p>3.1 Mention the importance of recognising triggers and in what ways it can help parents:</p>	<p>Video-projector: To display PowerPoint slides</p>	<p>Unit 3 Subchapters:</p>



	<p>Pause before reacting Adjust tone and body language Model calm, emotional control</p> <p>3.2 Why Emotional Triggers Matter in ADHD Communication</p> <p>Mention the common triggers and better approaches.</p> <p>3.3 Common Communication Mistakes & corrections</p>	<p>Handouts and Flipcharts as required</p> <p>Video-projector</p> <p>Slides 8 to 10</p>	<p>3.1 Recognising Emotional Triggers</p> <p>3.2 Why Emotional Triggers Matter in ADHD Communication</p> <p>3.3 Common Communication Mistakes & Corrections</p>
15 min	<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>
5 min	<p>General conclusion and short session on potential questions or remarks.</p>	<p>Discussion</p>	<p>Conclusion</p>