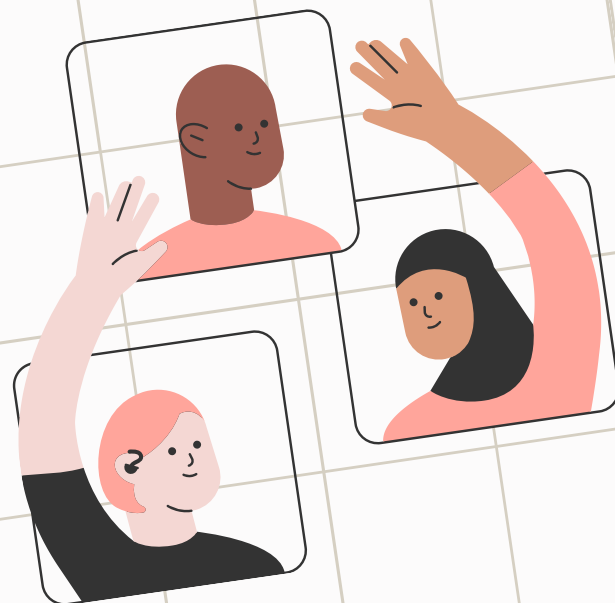




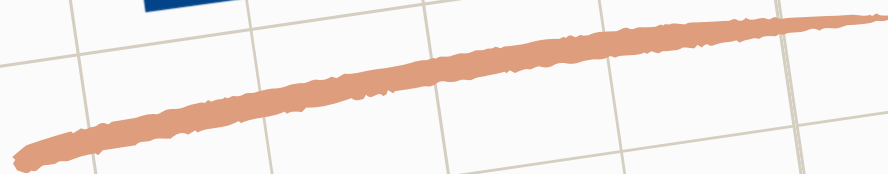
DiverseMind



Workshop for Peer learners



Co-funded by
the European Union





Introduction

Welcome to **Diverse Minds**, a project inspired to help students understand that everyone learns in their own unique way.

In this presentation, we'll focus on: Specific Learning Difficulty.

You'll also take part in a few interactive games and activities to help you experience some of the challenges your classmates might face and discover ways we can all support each other in learning

Remember: Different minds learn in different ways- and that's what makes our classrooms stronger.





What is neurodiversity?

Neurodiversity means that everyone's brain works in its own special way. Just like we all look different or have different hobbies, we also think, learn, and understand things in different ways – and that's completely normal.



Examples of neurodivergence

Autism – differences in communication, social interaction, and sensory experiences.

ADHD – differences in attention, focus, and energy levels.

Dyslexia – differences in reading and language processing.

Dyscalculia – differences in understanding numbers and maths.



DiverseMind

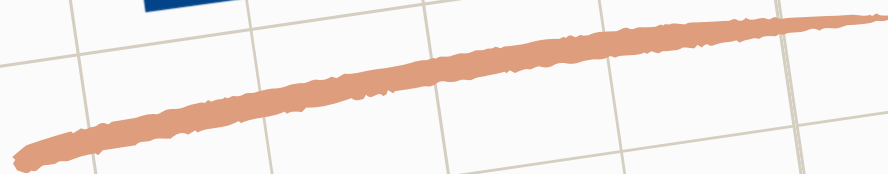


Chapter 3

Specific Learning Difficulty



Co-funded by
the European Union





Why we made this:

1

Having an **SLD** (*Specific Learning Difficulty*) doesn't mean someone isn't smart.



2

Sometimes they might need:

-  Extra time to finish work
-  Support from a teacher or classmate
-  Visuals or learning tools to help things make sense
-  Instructions read out loud or a different way to show what they know



Vygotsky's Tip:

Your "learning sweet spot" is when you can't do something on your own yet, but you can do it with a little help. That's when real learning happens!



How you can help a friend?



I can let my friend pick the part of the group work that suits their strengths best.

I'll try to be patient and kind because everyone learns differently.

Offer to study or work together.

I know my friend can do amazing things- they just might do them in their own way.

I can offer to study or work with them so we can learn together



I'll celebrate their strengths and cheer them on when they do well

Game 1: Match the Mind

1

- In this game, you'll meet different 'Learning Heroes'—each with their own style, like listening, moving, or drawing.
- Work together to match learners and explore how to include everyone.



2

Game Rules:

- On your turn, flip two Learning Hero cards.
- If they match, keep them and draw a Question Card.
- Discuss the question together for 1-2 minutes to earn a Discussion Card.
- If they don't match, flip them back and the next player goes.
- Play until all matches are found!





Game 2: The Learning Ladder



1

In this game, you'll explore what it's like to have different learning challenges.

You'll learn how support can make a big difference, build empathy, and discover ways to make your classroom more inclusive and friendly for everyone.

THE LEARNING LADDER	100	99	98		96	95	94	93	92	91
	81		83	84	85	86	87	88	89	90
	80	79	78	77	76	75		73	72	71
	61	62	63	64	65	66	67		69	70
	60	59		57	56	55	54	53	52	51
	41	42	43	44	45	46	47	48		50
	40	39	38	37		35	34	33	32	31
	21	22	23	24	25	26		28	29	30
	20	19	18	17	16	15	14	13	12	
	1	2	3		5	6	7	8	9	10

2

Game Rules:

- Take turns rolling the dice and moving your token.
- Neutral space: nothing happens.
- Obstacle space: pick a red card and follow it.
- Support space: pick a green card and follow it.
- Listen to each other and work together during challenges.

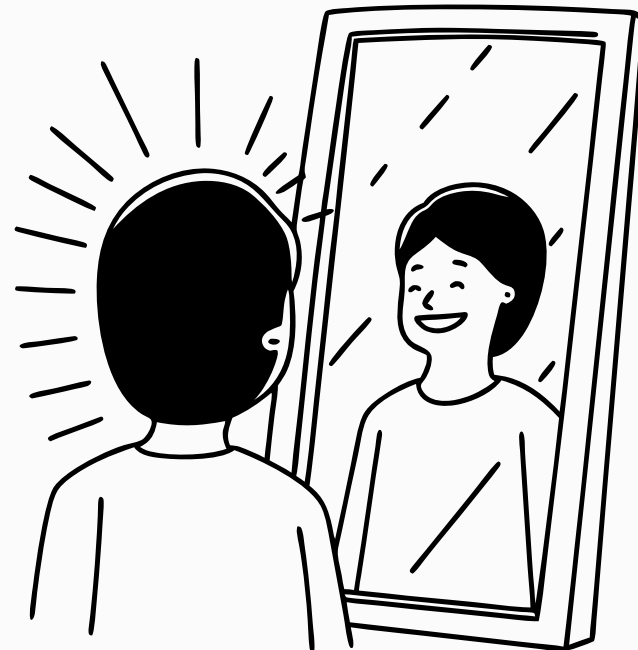


Reflection



3

List 3 things that you learned about Neurodiversity from this chapter.



2

Describe 2 ways you can assist a peer with the need identified in this chapter?

1

Identify one area you want to personally improve, specifically about including and supporting the need in this chapter.

Thank You



Co-funded by
the European Union



DiverseMind

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.

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Authors

© - Zespół Szkół i Placówek Specjalnych, STOWARZYSZENIE ARID, FORUM PARA LA EDUCACIÓN Y EL DESARROLLO, SL, CDP SAN FERNANDO - Maristas- (Sevilla),

This publication was carried out with the financial support of the European Commission under Erasmus + Project "Project Nr: N.2024-1-PL01-KA220-SCH-000245359", Stepside Educate Together Secondary School

Attribution, share in the same condition

(CC BY-SA): You are free to Share- copy and redistribute the material in any medium or format and Adapt - remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms under the following terms:

Attribution - you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

ShareAlike- If you remix, transform or build upon the material, you must distribute your contribution under the same license as the original.

No additional restrictions - you may not apply legal terms.

