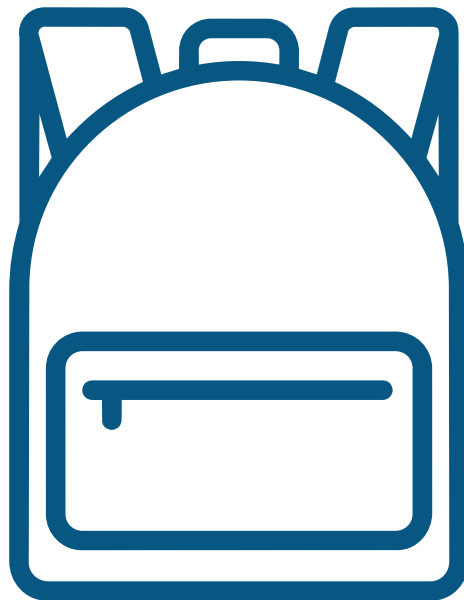




Dyslexia in Real Life

My everyday toolkit



A flexible classroom activity for learners aged 5–11

Different minds need different tools

About this pack

This resource introduces learners to the idea that people think, learn, communicate and complete everyday tasks in different ways. It includes teacher guidance, a suggested lesson plan, age-based adaptations, two learner activity sheets and printable tool cards.

About the activity

A simple, inclusive way to explore how different people use different tools and approaches.

The My Everyday Toolkit activity asks children to think about what helps them to learn, remember, communicate, organise themselves and feel confident. Learners select, draw or create tools for an imaginary toolkit. The class then discusses why different people may choose different tools.

Core message

We all have different minds and different ways of doing things. A tool or adjustment is not an unfair advantage. It helps a person take part, learn and show what they can do.

Learning aims

- Recognise that people learn and complete tasks in different ways.
- Identify practical tools and approaches that can make everyday tasks easier.
- Understand that dyslexia can affect more than reading and spelling.
- Build respect for individual differences without asking anyone to share personal information.

Key messages for learners

- There is no single “right” way to learn or get something done.
- Different people may need different tools, explanations or amounts of time.
- Dyslexic people are not all the same. Everyone has their own pattern of strengths and challenges.
- Asking for help and using tools are positive ways to solve problems.

Suggested timing and resources

Time	30–45 minutes
You will need	Printed activity sheets, pencils or colouring materials, scissors and glue if using the tool cards
Optional	A real bag or toolbox containing simple learning tools, such as a timer, checklist, headphones, sticky notes or tablet
Group size	Whole class introduction, followed by individual or paired activity

Teacher Guidance

Talking about dyslexia

Keep the discussion accurate, balanced and relevant to everyday life.

You could introduce dyslexia using the wording below. Adapt it to suit the age and understanding of your class.

Suggested explanation

Dyslexia is a learning difference. It can affect reading, spelling and how someone remembers, organises or processes information. Dyslexic people may use helpful tools or different approaches. No two dyslexic people are exactly the same.

Create a safe and inclusive discussion

- Do not ask dyslexic learners to explain dyslexia or speak for other people.
- Do not ask learners to disclose a diagnosis or identify themselves in front of the class.
- Avoid activities that suggest that dyslexic people see text as distorted, jumbled or letters in the wrong order or that coloured overlays or coloured paper help dyslexic people. This is not dyslexia.
- Present tools and adjustments as normal and useful, rather than as special treatment.
- Allow learners to draw, talk, point, dictate or work with a partner instead of requiring extended writing.

Useful language

Try saying	Avoid saying
"Different people find different tools helpful."	"This makes the task easier for them."
"Dyslexia affects people in different ways."	"All dyslexic people are creative."
"We can change the way a task is presented."	"They just need to try harder."
"A person can be good at something and still need support."	"Dyslexia is a gift" or "dyslexia is only a difficulty."

Before the lesson

- Choose the younger or older learner sheet, or offer both.
- Decide whether learners will draw their own tools, use the printable cards, or do both.
- Consider tools already used in your classroom so that learners can connect the activity to real practice.
- Prepare examples that include learning, communication, memory, organisation, movement and emotional wellbeing.

Lesson plan

Suggested lesson sequence

Use this as a 30–45 minute standalone activity or as part of a wider Dyslexia Awareness Week lesson.

5 minutes	1. Start with an everyday task Ask learners to think about getting ready for school, following a recipe, learning a new game or remembering what to take somewhere. What helps them? Examples might include a picture, a reminder, someone showing them, a list or extra time.
5–10 minutes	2. Introduce different tools Show several example tool cards. Explain that a “tool” can be an object, a person, an adjustment, a way of explaining something or a strategy we use ourselves.
15–20 minutes	3. Make an everyday toolkit Learners choose, draw or stick the things that help them. Encourage them to include at least one tool for learning and one tool for everyday life. They may invent a new tool.
5–10 minutes	4. Share and compare Invite learners to share one choice with a partner or the class. Emphasise that toolkits will be different because people have different needs and preferences.
5 minutes	5. Finish with a class commitment Complete the sentence: “In our class, we can help different minds by...” Record ideas such as giving clear instructions, allowing thinking time, using pictures, offering choices and being patient.

Questions to support discussion

- Did everyone choose the same tools? Why not?
- Can the same tool help different people in different ways?
- What could a teacher, friend or family member do to make a task clearer?
- Is using a tool cheating, or is it a sensible way to remove a barrier?
- What would make our classroom easier for more people to navigate?

Adaptations

Making the activity work for ages 5–11

Keep the same core message while changing the level of language and reflection.

Ages 5–7

Use the picture cards and limit the choice to six or eight tools. Read the labels aloud. Learners can colour, point, circle, cut and stick, or draw. Ask each child to complete one spoken sentence: “This helps me because...”

Ages 7–9

Ask learners to choose tools for two different situations, such as learning in class and getting ready at home. Encourage a short written or dictated explanation.

Ages 9–11

Explore the difference between a personal strategy and a change someone else can make. Learners could identify one barrier in school or everyday life and redesign the situation to make it work for more people.

Support and access options

- Read all instructions aloud and model the activity visually.
- Offer pre-cut cards or allow learners to work with a partner.
- Accept drawings, symbols, labels, speech-to-text or adult scribing.
- Reduce the number of choices for learners who find a large selection overwhelming.
- Provide extra time and do not judge the activity on spelling or handwriting.
- Allow a learner to create a toolkit for an imaginary character rather than for themselves.

Optional extension activities

Class toolkit display

Combine learners’ ideas to create one large classroom toolkit. Group similar tools under headings such as seeing, listening, remembering, organising and feeling ready to learn.

Redesign an everyday task

Choose a classroom routine, form, set of instructions or school notice. Ask learners how it could be made clearer and easier to use.

Tool detective

During the week, learners notice tools that people use in everyday life, such as maps, calendars, alarms, signs, voice notes, labels and reminders.

Learner Activity: 5-7

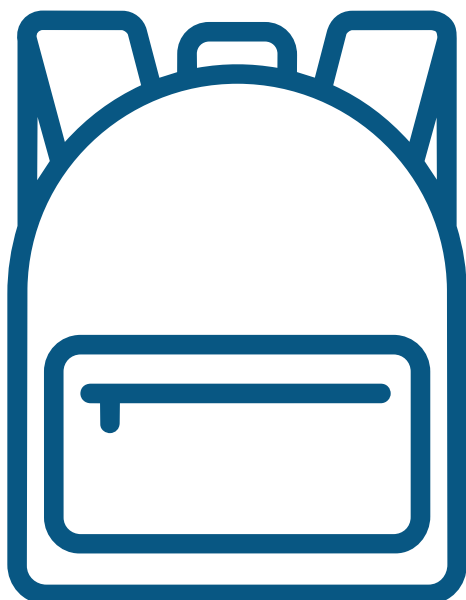
My everyday toolkit

Different minds need different tools

Name: _____

What to do

Choose the things that help you. Draw them in your backpack or cut out and stick in the tool cards. You can add your own ideas too.



My tools might help me to...

- ☐ Understand
- ☐ Remember
- ☐ Talk and listen
- ☐ Get organised
- ☐ Feel calm
- ☐ Show my ideas

One thing that helps me is...



Learner Activity: 7-11

Build your everyday toolkit

There is more than one way to learn, communicate and get things done.

Name: _____

Your challenge

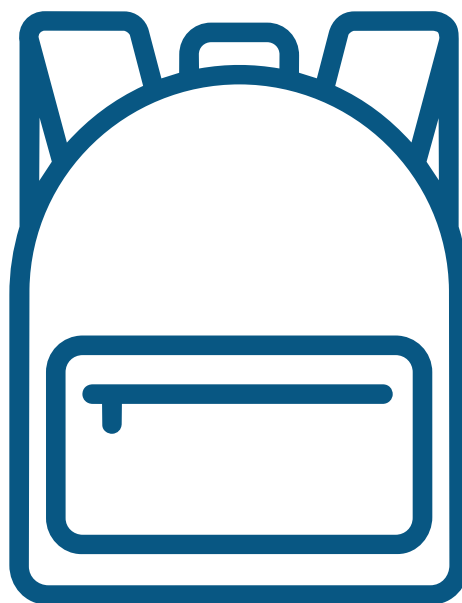
Choose four or more tools that help you in school or everyday life. Draw or stick them in your backpack. Then explain why two of your choices are useful.

Tool 1:

It helps because...

Tool 2:

It helps because...



One change that could make our classroom easier for different minds:

Printable tool cards

Tools that can help

Cut out the cards, circle your choices or use them as ideas for your own drawings.



Pictures and visual instructions



Listening to information



Talking an idea through



Extra thinking time



Using a checklist



Moving or taking a break



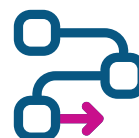
Working somewhere calm



Using helpful technology



Asking someone for help



Breaking a task into small steps

My own tool

Draw or write another idea: