



**Promoting the inclusion and well-being of youth with autism
through enhancing digital innovation (VR simulations) and
high-quality youth work**

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AUTISM FIT OFFLINE ACTIVITIES

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Key Information

Deliverable description The project includes offline activities focused on physical activity and healthy eating. These are designed to complement digital tools like VR and can be used in schools, youth centers, or at home. Activities are tailored for two autism support levels: Level 1 (Support) and Level 2 (Assist). This ensures accessibility and relevance for youth with varying needs. The goal is to create engaging, practical options for all learning styles.

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Introduction

The AutismFIT project focuses on supporting adolescents aged 13 to 18 who are on the autism spectrum, aiming to promote a healthier and more balanced lifestyle tailored to their unique needs. Central to this initiative is the development of inclusive activities that enhance both physical well-being and nutritional habits, contributing to a more active and fulfilling daily life for young individuals with autism.

The development of offline activities related specifically to physical activity and dietary habits plays a vital role. These activities are intended to complement the project's digital tools (such as VR simulations), offering practical, engaging, and low-tech alternatives that can be implemented in everyday environments like schools, youth centers, or at home.

We will provide a list of activities targeting the two levels of autism spectrum disorder, as outlined in the framework: Level 1 (Support), which corresponds to youth with greater support needs, and Level 2 (Assist), which reflects more independent functioning. The objective is to ensure that all proposed offline activities are accessible, meaningful, and responsive to the diverse abilities and learning styles of autistic youth.

Ultimately, these tools will support youth workers, educators, and caregivers in fostering healthier habits through hands-on learning, enabling young people with autism to build confidence, develop autonomy, and improve their overall quality of life.

AUTISMFIT EDUCATIONAL PACK

The AUTISMFIT Educational Pack is a key component of the project as it provides a collection of offline activities to support skill development through the AUTISMFIT VR game, but also to ensure the transferability of the activities designed in a digital environment into an offline one.

The educational pack is directly addressed *to autistic youngsters* with ASD falling under these two categories:

- LEVEL 1 – Low to Middle-range of Autism: tend to speak in simple sentences and also struggles with nonverbal forms of communication
- LEVEL 2 – High functioning Autism: able to speak in full sentences and communicate, but has trouble engaging in back-and-forth conversation with others

The activities target the following areas:

Topic 1. Physical Activities
Topic 2. Dietary Activities

GUIDELINES – Activity Completion

Before diving into the activities, the following points are important to consider:

1. Assess the autistic youngsters' level: Use AutismFit Level 1 (Support) or Level 2 (Assist) based on the autistic youngsters' needs.
2. Adjust the activity per level: Provide different levels of prompts or support depending on the youngster's abilities.
3. Focus on participation: The goal is meaningful engagement, not perfect execution.
4. Keep instructions simple: Use short, direct steps that are easy to follow.
5. Document clearly: Each activity should be reproducible by another educator and/or youth worker.
6. Offer variety: Include indoor/outdoor, solo/group, motor/cognitive tasks.
7. Use visuals if possible: Add pictures, cards, or real items to help understanding.



PHYSICAL ACTIVITIES



Activities provided by Special School Nicosia

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	Balanced Zone	Balance, co-ordination, focus through fun movement activity	1. Place a coloured ribbon or tape on the floor to create a 'balanced line' 2. The autistic youngster is asked to walk along the line without stepping off. 3. The autistic youngster holds the assistant's hand or follows visual foot markers.	Motor co-ordination, Decision making	Coloured tape, visual foot markers, optional small item to carry	15 minutes
LEVEL 1	Obstacle Course	Improve motor skills, coordination, and follow instructions through a simple obstacle challenge	1. Set up a simple obstacle course using cones or soft objects. 2. Guide the autistic youngster through the course, holding their hand if necessary. 3. Provide visual cues or markers to indicate the path. 4. Encourage the autistic youngster to complete the course with minimal assistance.	Motor coordination, spatial awareness	Cones, visual markers	20 minutes
LEVEL 1	Bean Bag Toss	Develop hand-eye coordination and focus through a target game	1. Place a target on the ground or wall. 2. Hand the autistic youngster a bean bag to throw at the target. 3. Assist the autistic youngster by showing them how to aim and throw. 4. Gradually increase the distance as they improve.	Hand-eye coordination, focus	Bean bags, target markers	15 minutes
LEVEL 2	Follow the Leader	Improve social interaction and imitation skills through movement	1. The leader performs simple movements or actions. 2. The autistic youngster follows and imitates the leader's actions.	Social interaction, imitation	NONE	15 minutes

			3. Encourage creativity by allowing the autistic youngster to be the leader. 4. Provide verbal encouragement and guidance.			
LEVEL 2	Rhythm and Dance	Develop rhythm, coordination, and creativity through music and movement	1. Play a piece of music with a clear beat. 2. Encourage the autistic youngster to move or dance to the rhythm. 3. Introduce simple dance steps or clapping patterns. 4. Allow the autistic youngster to express themselves freely through movement.	Rhythm, coordination, creativity	Music player	20 minutes

Activities provided by APPDA

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	Karate Ninja	Improve balance, coordination, self-regulation, and confidence with simple karate-style movements in a structured and fun way.	Preparation: - Find a quiet, safe, open space - Mark a "start spot" with tape or a mat. - Begin with a few slow stretches (e.g., reach to the sky, shoulder rolls) to help youngsters focus and connect to their body. Movements sequence Ready stance – Feet shoulder-width apart, knees slightly bent, arms down. (Say: "Get ready. Strong feet. Calm body.") Front punch – Extend one arm straight ahead while keeping the other hand near your side. (Say: "Punch forward – and back.") Upward block – Raise one arm above the head, palm out. (Say: "Block the rain!") Side step – Take one side step to the right or left. (Say: "Step out like a ninja.") Palm strike – Push your palm forward (not a punch). (Say: "Push strong – like pushing a wall.") - Return to Ready stance and bow gently. (Say: "Well done. Breathe.") - Repeat 2–3 times with encouragement and positive feedback	Balance and body control Sequencing and memory (executive function) Impulse inhibition and control Attention and focus Confidence and self-awareness	Visual cards or images of each move (optional) Foam pads or cushions for gentle striking practice (optional)	15–20 minutes

LEVEL 1	Dance-Freeze contest	Promote movement and social interaction through music and fun	Warm-up (1–2 minutes): The educator/Youth Workers leads light stretching and a few simple movements to set the mood. Main Game: When the music plays, everyone dances or moves freely around the space. When the music stops, everyone must “freeze” in place — like a statue! Hold still for a few moments. If someone moves, it’s no problem — the goal is just to try and stay still and then start again when the music resumes. Leader Variation: One person (educator or participant) becomes the “Leader Dancer”. Everyone else copies or mirrors their movements during the next round. Switch leaders after every 1–2 rounds. follow the “Leader Dancer” copying the movements (only arm movements, “slow-motion”, etc.) Cool Down: End with calming music and stretching together to bring the energy down. (Celebrate all participation – there’s no “wrong” way to dance. Create a supportive environment by joining and participating as adults)	Motor coordination Impulse inhibition and control Attention Emotional expression through movement Stress release Social engagement and creativity	Music device and speaker Open space visual cue cards with actions or themes (optional) Visual timer (optional for countdowns)	Free
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LEVEL 1	Team Toss Challenge	To improve throwing accuracy and coordination, motor planning, and especially teamwork, turn-taking, and positive communication in a structured and fun way.	1. Form the Teams - Create 2 teams of 2 to 4 players. - Each team gets a set of color-coded balls (e.g., red vs. blue). - Designate a team leader (can rotate each round) to help decide basic strategy like distance or throw order. 2. Prepare the Game Area - Set a shared throwing line for all players. - Place the target ball 2–4 meters away. - (Optional) Use hoops or chalk to draw scoring zones around the target: ● Inner zone = 2 points ● Middle zone = 1 point ● Outer zone = 0 points ● 3. Play by Turns - Educator/YW helps players line up and take turns. - One player throws at a time toward the target ball. - Educator provides encouragement and simple cues: “Aim... throw... great job!” - Teams observe together whose ball landed closest to the target. Variation: 1 point for each ball closer to the target than the opponent’s best ball. First team to reach 10 points wins (or most points after time is up).	Improve hand-eye coordination and aiming skills. Motor planning and precision Cooperation and turn-taking Emotional regulation in shared activities	1 small target ball (also called “jack” or “master ball”) 3 soft balls or beanbags per player Cones, chalk, or tape to mark a throwing line Whiteboard or score sheet (optional)	20–25 minutes (can be shortened or extended)
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			(Reinforce collaboration and problem-solving observed. Celebrate teamwork and participation)			
LEVEL 2	Nature Scavenger Hunt	To promote physical activity while connecting with nature, supporting sensory exploration, emotional regulation and mindfulness.	1. Prepare the Explorer List Choose or print 8–10 scavenger prompts : - Find something soft - Hear a natural sound - See three different green things - Smell something floral - Find something smaller than your thumb - Find something round - Touch something rough and describe it - Spot something black in nature - Feel a breeze or change in temperature 2. Start the Hunt Begin your walk in a natural space (park, garden, forest, etc.). Set the tone: “You’re going on a quest. Each item you find is like a discovery badge. Let’s see how many we can complete!” Walk and allow time to stop, observe, touch, and talk. Celebrate findings.	- Motor coordination and movement - Sensory integration - Emotional regulation - Attention and focus	Printed Explorer Checklist or Scavenger Card Deck Pen/pencil Optional: small bag or envelope to collect nature items.	30 minutes (flexible depending on group size and energy level)
LEVEL 2	Circuit Freestyle	To improve fitness, coordination, flexibility, strength and self-confidence through a structured, playful circuit of physical activities	1. Set Up 4 Stations in a Square or Line. The youngsters should follow the educator/ YW through each station with visual or verbal modeling and encouragement. Station 1: Ball Toss & Catch (Coordination) Toss and catch a ball with educator/YW or against a wall. Prompt: “Let’s see how many catches you can do in 30 seconds!”	Gross motor coordination; Balance, flexibility and strength; Attention, memory and sequence	- 4 cones or markers - Soft ball or beanbag - Yoga mat or towel - Stopwatch or phone timer	20–25 minutes (can be extended or shortened)

		Station 2: Jump & Land (Balance + Focus) 5 jumps with educator support (on the spot, side-to-side or forward-back). Prompt: “Try soft landings like a ninja!” Station 3: Floor Power (Strength) 5–10 push-ups, crunches, or plank hold (with timing). (Less difficult: Seated toe touches, or reach-ups lying on the mat.) Prompt: “Choose your power pose and hold!” Station 4: Warrior Power – Yoga Strength Flow The educator models the pose, offering visual or physical guidance. Focus is on body positioning and steady breathing. Poses: 1. Warrior II – Feet wide, front knee bent, arms stretched sideways 2. Chair Pose – Feet together, knees bent like sitting, arms up 2. Star Pose – Stand tall, arms and legs open wide (finish) Hold each pose for 10 seconds, then switch. Cue calm breathing throughout. Prompts: “Feel strong like a warrior!” 2. Run the Circuit - Start at any station. - Do 1–2 rounds, allowing water breaks or pauses.	following (executive function) Stress release	- Visual station cards (optional)	
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			- Rotate every 2–3 minutes. - Use a timer if the teen enjoys countdowns or move at their own pace. 3. Cool Down - Lie on the mat or sit on a bench. - Deep breathing: “In for 4, out for 6.” - Gentle stretch: “Reach for the sky, then down to your toes.”			
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Activities provided by EMPHASYS CENTRE

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
Level 1	Activity 1 – Colour Cones	This activity aims to strengthen visual discrimination by interpreting and responding to static images of coloured cones and support hand-eye coordination and fine motor control through selecting and lifting.	Main Activity: 1. Introduce cones in various colours. 2. Practice the colour names with them out loud. 3. Give each autistic youngster their own set of cones to work with on the floor. 4. Show an image of a cone. 5. Instruct autistic youngster(s) to grab and hold up the cone of the same colour. 6. Ask each autistic youngster to tell you the name of the colour for them to put their cone down. 7. Present another image and continue in the same manner. Practice each colour 2-3 times. Extension activity 1: 1. Instruct autistic youngsters to put the cones in a straight line, in the same colour order as the image shown. 2. Present another image and continue in the same manner. Practice each variation 2-3 times. Extension activity 2: 1. Put autistic youngsters in pairs. Give them 1 set of cones. 2. Instruct autistic youngsters to choose 3 coloured cones each and to put the cones in colour order in the same design as the image shown. 3. Present another image and continue in the same manner. Practice each variation 2-3 times.	Decision-making, focus, self-control, classification skills, cognitive flexibility, memory, manual dexterity	• Coloured cones • Printables	20-30 min

			Wind-down activity: 1. Instruct youngsters in autistic shape to stack the cones by colour according to the image shown. Practice each variation 2-3 times. 2. Instruct autistic youngsters to keep the cones stacked and to put them away.			
Level 1	Activity 2 – Colour Pose	This activity aims to reinforce colour recognition through repeated visual and verbal exposure, develop visual discrimination and memory by matching colours and positions shown in images and promote turn-taking, patience, and observing others' actions in a group setting.	Main Activity: 1. Introduce cones in various colours. 2. Practice the colour names with them out loud. 3. Give each autistic youngster their own set of cones to work with on the floor. 4. Choose a cone and hold it above your head. 5. Instruct autistic youngsters to imitate your position with the same-coloured cone. 6. Repeat this a few times, holding different coloured cones in different positions, prompting autistic youngsters to imitate you. 7. Now, show an image of a position with a cone. 8. Instruct autistic youngster(s) to grab and hold up the cone of the same colour in the same position. 9. Ask each autistic youngster to tell you the name of the colour for them to put their cone down. 10. Present another image and continue in the same manner. Extension Activity 1: 1. Show an image with 2 different coloured cones in different positions. 2. Instruct autistic youngsters to imitate your position with the same-coloured cones. 3. Present another image and continue in the same manner. Practice each variation 2-3 times.	Decision-making, focus, self-control, body awareness	- Coloured cones Printables	20-30 min

			Extension Activity 2: 1. Put autistic youngsters in pairs. Instruct 1 autistic youngster to imitate the positions and the other autistic youngster choose the correct coloured cone to put in their partner's hands, according to the image. 2. Present another image and continue in the same manner. Practice each variation 2-3 times. Wind-down activity: 1. Instruct autistic youngsters to work together to stack their cones by colour. 2. Instruct autistic youngsters to keep the cones stacked and to put them away.			
LEVEL 1	Activity 3 – Saber moves (Follow-up to VR game)	This activity aims to enhance upper body coordination, flexibility, and control through saber-based movements and to develop proprioception (awareness of body in space) by positioning the saber accurately in relation to the body	Main Activity: 1. Introduce sabers to autistic youngsters. Warm-up: Prompt autistic youngsters to rotate their wrists and elbows holding the saber. 2. Instruct autistic youngsters to imitate your position and saber. 3. Repeat this a few times. 4. Now, show an image of a position with the saber. 5. Instruct autistic youngster(s) to imitate the same body position with saber (paying close attention to the position of the saber). 6. Present another image and continue in the same manner. 7. Practice each variation 2-3 times. Extension Activity 1: 1. Show an image with 3 different saber positions while holding 1 body position.	Recognizing and interpreting images, concentrating on specific instructions and visual prompts, gross motor coordination, spatial awareness	• Sabers • Printables	20-30 min

			2. Continue in this manner with each image. 3. Practice each variation 2-3 times. Extension Activity 2: 1. Put autistic youngsters in pairs. Instruct 1 autistic youngster to imitate position A and the other autistic youngster position B according to the image. 2. Present another image and continue in the same manner. 3. Practice each variation 2-3 times. Wind-down activity: 1. Show images of different shapes and ask autistic youngsters to trace the shapes with their sabers in the air in the direction indicated. 2. Practice each image 2-3 times, prompting autistic youngsters to first try on their own and then to trace the shape in time with you.			
LEVEL 2	Activity 1- The Other Half	The aim of this activity is to develop symmetry recognition, strengthen observation skills and support receptive language through following instructions and	Main Activity: 1. Project image or prepare the board with an example of a worksheet. 2. Explain to the students that using the lines as a guide, we must draw the half of the image that is missing. Do this by drawing while explaining. 3. When you feel the students are ready, ask them to imitate the action shown in the image. 4. Continue to the next projected images or tape the worksheets within reach of the students across the bottom of the board. 5. Provide each student with a marker and instruct them to draw the other half of the image they are assigned.	Visual-spatial awareness, visual discrimination, memory, sequencing and planning, fine motor skills, hand-eye coordination	• Worksheets	20-30 min

		understanding visual information.	6. When each student finishes their drawing, ask them to imitate the action in the image. 7. You can erase or replace the images and have students draw the other half of another image and repeat as before 2-3 times. Extension Activity 1: 1. Seat the students and give them the first handout (p. 2 of 7) 2. Instruct them to draw the other half of the image with a marker. 3. When they are finished, ask them to act out the image on their worksheet. 4. Continue to give them worksheets to complete one-by-one until p. 7. Extension Activity 2: 1. Put students in pairs. Instruct students to take turns drawing in the other half of the images, box by box until the image is complete. 2. Ask students to act out the action on worksheet. 3. You can new copies of the same worksheets they have already drawn. Wind-down activity: 1. Set out one worksheet per image on the floor in a row. Instruct all students to organize their worksheets by image. 2. When finished, ask each student to bring a stack of worksheets to you.			
LEVEL 2	Activity 2 – Match and Stretch	This activity aims to encourage	Main Activity: 1. Introduce autistic youngsters to stretches, using the PowerPoint provided.	Memory, focus, problem-solving,	• Printables • PowerPoint	20-30 min

		movement through stretching exercises and provides a fun space for social interaction.	Warm-up: Ask autistic youngsters to copy the stretches as you show them how to move with each image at least 2-3 times. 2. Put autistic youngsters in pairs. Give each pair a set of cards. 3. Help autistic youngsters place the cards face down. Autistic youngsters should be standing. 4. Instruct autistic youngsters to take turns flipping the cards over to make a match. 5. Once a match is made, that autistic youngster does 10 of the stretches indicated on the matched cards. 6. The matched cards are then placed in a pile, separate from the face-down cards and the game continues until all matches are made. 7. When autistic youngsters finish one round, they can change partners and start again. Each round will have each autistic youngster performing different stretches. Extension Activity 1: 1. Put autistic youngsters in pairs. Give each pair a Roll n' Stretch game board and a 'squishy' die. 2. Autistic youngsters take turns rolling the die and moving the indicated number of spaces. 3. Autistic youngsters should follow the rules on the squares and when landing on a red square, the autistic youngsters pick a card from the stack and perform the stretch indicated. 4. The first to reach the 'Finish' is the winner and the game is over. The game may be repeated.	cooperation and communication, gross motor skills, balance and flexibility, impulse control	• Roll n' Stretch game board	
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Activities provided by AIAS

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	The sculpture	The aim of the game is to copy and maintain the position decided by the sculptor.	1. Choose a sculptor who will decide how to position themselves. 2. The other players move randomly within a defined space. 3. When the operator gives a shared signal (says stop, stops the music, claps their hands, etc.), the sculptor must move into a position and everyone else must copy them exactly. 4. The position must be held for a short time, then the sculptor chooses the "most beautiful statue" and becomes the sculptor for the next round. 5. The game continues, and the same person cannot be chosen twice to be the sculptor.	1. Coping 2. Coordination 3. Attention 4. Balance	- a space large enough to accommodate all players or the player in the case of a single game - timer	20 min
LEVEL 1	The hedgehog	The aim of the game is to retrieve as many clothes pegs as possible from behind your opponents' backs within a set time limit. The player who retrieves the most	1. Each player has a series of clothes pegs (3-5) attached to the back of their shirt. 2. At the start, each player must try to take as many clothes pegs as possible from their opponents' backs without losing any of their own. 3. Players are not allowed to leave the agreed area or lie down to prevent other players from being caught. Players cannot steal clothes pegs from their teammates' hands. Before the game begins, players must agree whether clothes pegs that fall to the	1. Agility 2. Strategy and motor planning 3. Motor coordination 4. Selective attention (maintaining attention on dynamic stimuli) 5. Active participation	- a space large enough to accommodate all players - Clothes pegs - timer	2-3 min per match

		clothes pegs wins.	ground can be retrieved by others or are lost. 4. At the end of the time limit, the player with the most clothes pegs wins.	6.Response to simple commands		
LEVEL 1	Balloon up	The aim of the game is to keep the balloon in the air for as long as possible using a specific part of the body.	The game can be played individually or in groups. 1) Show the balloon and the tools, giving participants time to handle them if necessary. 2) Explain the rules of the game and arrange the participants in a circle. 3) Use the dice or wheel to identify the part of the body that the YP will have to use for three turns to hit the balloon and pass it to their teammates or the operator. 4) Have another person throw the dice in the centre of the group (take turns) and continue the game without dropping the balloon.	- Eye-hand and eye-motor coordination - Motor coordination - Modulation of force and precision of movement (motor control) - Balance - Sustained attention - Selective attention (maintaining attention on dynamic stimuli) - Active participation - Response to simple commands	- Balloon - wheel or nut with body parts (e.g. head, hands, feet, etc.) - timer	15 min
LEVEL 2	Capture the food	The objective of the game is twofold and	1. Divide the players into two teams, one team will be the 'Chefs' and the other 'Fast Food'. The playing area is a rectangle	- Eye-hand and eye-motor coordination	- Adequate space for running	1h

		depends on the role of the two teams. The objective of the 'Chef' team is to complete a healthy dish before time runs out. The objective of the 'Fast food' team is to prevent the other team from completing their dish.	bounded by two lines on the short sides. Inside the two lines on one side is a basket containing tiles with food items and on the other side is a plate or circle representing a healthy meal. 2. The 'Chef' team must, in the shortest time possible, retrieve the food from the basket and place it on the plate to create a healthy and balanced meal. The 'Fast Food' team is located in the centre of the field and has the task of catching the chefs as they move from one side of the field to the other. 3. When a Chef is caught, they become part of the fast-food group or are eliminated along with any food they were carrying. 4. The team that manages to catch all the participants of the opposing team or completes the balanced dish before time runs out wins. This team game can also be adapted to mixed teams (people with and without autism) by assigning roles (e.g. in the chef's team, he must indicate which food to take, and when there is a changeover, a person from the other team will have the same role).	- Motor coordination - Balance - Sustained attention - Selective attention (maintaining attention on dynamic stimuli) - Active participation - Response to simple commands - Team building	- 2 hoops or boxes - Cards with pictures of different types of food (including unhealthy food)	
LEVEL 2	The Puppet	The aim of the game is to place your partner (the puppet) in the	1. Divide the players into pairs. 2. The first player observes the position that the puppet must assume (from a card or by watching the operator) while the puppet has its eyes closed so as not to peek.	- Motor coordination - Copy the figure or the operator's instructions	Card with position (optional) Timer	20 min

		indicated position.	3. At the start of the game, the puppet reopens its eyes and must be manipulated to maintain the position. 4. At the end of the turn, switch places and start the game again. It is possible to modulate the game and make it progressive to suit both Level 1 and Level 2. With Level 1, I put the puppet in position, with Level 2, I can only use one finger to put my partner in position or make small touches.	- Tactile desensitization - Balance - Attention - Active participation - Respecting one's turn - Improve trust		
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Activities provided by IB

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	Shinrin Yoku	To support autistic youngsters in sharpening their sensory perceptions and physical sensations. Training attention, concentration and body awareness (breathing, walking, feeling, swallowing) To help youngsters to slow down and connect with their surroundings through a guided sensory walk in nature	1. The educator/YW introduces the participants to the concept of forest bathing, its background and what it is good for. Keep the language simple: “We’re going into nature to notice how it feels—, smell, and feel—without rushing.” 2. The group enters the forest bathing experience together and focuses on various sensory/physical areas e.g.: a) Hearing - “Let’s close our eyes for 30 seconds and listen: What sounds do you hear? Birds? Wind? People? Which ones do you like or dislike?” b) Smelling: “Smell the trees, plants, or earth. Does anything remind you of something?” c) Feeling: “how does it feel to walk in the grass without shoes? What do you feel...? Is it soft, cold, and wet?”	Sensory awareness (hearing, smell, touch) Body awareness and grounding Emotion regulation and stress reduction Attention and focus through mindfulness Mind-body connection	none	1-2 hours

LEVEL 1	Yoga	Promoting your body coordination control Reduction of anxiety and stress Improving concentration and focusing Enhancing body awareness through guided yoga poses Improving breathing	1. The trainer/YW introduces the participants to the yoga setting. 2. the trainer/YW explains the course of the class and the various yoga poses that will be practiced during the class. e.g. "Today we'll try simple yoga poses to help us feel more relaxed and connected to our body." 3. After each individual yoga position (e.g., Mountain Pose, Cat-Cow, Child's Pose, Tree Pose), pause and ask: "How does that feel?" / "Did you like this one?" For non-verbal youngsters, use emojis, colored cards, or thumbs-up/down visuals. 4. Allow Brief group reflection: "Which pose was your favorite?" "Did any pose help you feel calm? And strong?" 5. Breathing and Wind-Down End with a simple breathing exercise (e.g., inhale for 3, exhale for 4) while lying or sitting comfortably. "Let's breathe like waves—slow and soft." At the end of the class, evaluate the class with the group and ask for feedback on positive and negative aspects.	Ability to concentrate Body coordination and control Emotion regulation and Mindfulness Social Participation in a group setting Fine and gross motor skills	If necessary: yoga mat	1 hour
LEVEL 1	Throw the Ball	The aim of this game is to train the fine and gross motor skills of autistic	1. The educator/YW has all participants line up in a circle. A soft ball is introduced for safety and ease of handling.	Physical coordination Fine and gross motor skills	Soft balls (different sizes or textures)	20-30 min

		youngsters by throwing (at best) balls of different sizes, weights and shape	2. Begin by tossing the ball across the circle. Keep the instruction simple: "Catch and throw, by now." Let everyone get used to the movement 3. the ball is thrown back and forth in the circle (approx. 5-10 min.) 4. Now the teacher gives the instruction that the catcher should say his name. Use simple prompts: "When you catch the ball, say your name out loud." 5. the next person to catch the ball should say the name of the previous catcher and repeat theirs - "John I'm Mia!" Advanced version (Optional) For more confident participants (Level 2), challenge them to repeat the names of two or more previous catchers before saying their own.	Attention, concentration and focus Social interaction skills	Optional: name cards or visual aids for non-verbal participants	
LEVEL 2	The Piles	The aim of this game is to improve social interaction skills and responsiveness and to allow a certain degree of safe physical closeness (with consent)	1. Appoint a game leader and the group size 2. All participants walk, jog, or dance around the space. Keep the pace light and fun. 3. the leader now calls out any number within the size of the group. Participants must come together (e.g. if the number 6 is called, the participants come together up to a maximum of 6 people). 4. If possible, the participants who are to form a group should hold hands or stand close together) to symbolize the group. Consent-based: Only touch if everyone is comfortable—verbal and non-verbal options should be respected.	Adaptability Flexibility Responsiveness Social interaction skills Communication skills Respect for personal boundaries and teamwork	none	30min

			5. if a group is made up of two participants, this group should look around for other participants. 6. If a group has too many members, the last “extra/s persons should look around for another group that still has too few participants. 7. Switch the Leader After a few rounds, let another youngster take the role of leader to encourage leadership and participation.			
LEVEL 2	Fire, water, storm and lightning	Promoting attention and concentration, supporting social interaction with others	1. Appoint a leader for the game 2. all other participants spread out and keep moving. 3. the game leader gives the commands “fire, water, storm or lightning” at will. 4. the players now assume a certain posture, depending on the term mentioned, which has been discussed beforehand. (Fire = lie flat on your stomach; water = stand on a raised object; storm: hold on to a fixed object; lightning = kneel on the ground). 5. The slowest member of each round is gently “out” until there is only one participant left at the end. For inclusive play: track how many rounds participants can go without a mistake, or make it a group goal (e.g., “Let’s get 10 correct rounds together!”)	Ability to work in a team Ability to concentrate Physical coordination Ability to react to different situations Flexibility	Natural environment	30min



DIETARY ACTIVITIES



Activities provided by Special School Nicosia

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	My Healthy Plate	To learn food categories and practice building a balanced meal.	1. The educator shows a poster of food categories (fruits, vegetables, proteins, grains). 2. The autistic youngster receives plastic food items or food cards. 3. The goal is to place 1–2 items in each category on a printed plate. 4. Use visual aids and hand-over-hand assistance. 5. Final discussion: Is this a healthy plate? Why?	Categorisation, decision-making, basic nutrition knowledge	Food category poster, plastic food models or pictures, printed plate template	20 minutes
LEVEL 1	Colorful Fruits	To recognize and name fruits by color.	1. The educator shows a tray with colorful plastic fruits (e.g., red apple, yellow banana). 2. The autistic youngster is asked to name or point to fruits by color (“Find something red”). 3. The autistic youngster places each fruit in the matching-colored basket. 4. Use hand-over-hand guidance and clear color cues. 5. Final discussion: Which fruit is your favorite and why?	Color recognition, food vocabulary, categorization	Plastic fruits, colored baskets or containers	20 minutes
LEVEL 1	Fruit or Not?	To distinguish between edible and non-edible items.	1. The educator presents a mix of food and non-food items (e.g., banana, shoe, apple, block). 2. The autistic youngster is asked to separate “things we eat” from “things we don’t eat.” 3. Use two labeled bins (Food / Not Food). 4. Provide one-on-one assistance and physical prompts. 5. Final discussion: Why don’t we eat this? What is healthy?	Categorisation, safety awareness, decision-making	Mixed plastic items (food and objects), sorting bins	20 minutes

LEVEL 2	Healthy vs. Unhealthy	To identify which foods are considered healthy or not.	1. The educator presents a mix of food images (e.g., apple, soda, broccoli, chips). 2. The autistic youngster sorts them into two categories: Healthy and Unhealthy. 3. Discuss reasons for each choice (“Why is soda not healthy?”). 4. Provide occasional prompts or guide with questions. 5. Final discussion: What healthy food do you eat at home?	Critical thinking, nutrition awareness, sorting	Food image cards, two sorting boards	20 minutes
LEVEL 2	Plan My Lunchbox	To build a healthy lunch by making independent food choices.	1. The educator lays out picture cards of various food options (main dish, fruit, drink, snack). 2. The autistic youngster is asked to choose 1 item from each category to "pack" into a lunchbox. 3. Discuss balance: “Do we need fruit? What’s missing?” 4. Use open-ended questions and visual support when needed. 5. Final discussion: Is this a good lunch? Why or why not?	Decision-making, meal planning, independence, nutrition knowledge	Food cards, lunchbox outline template or visual	20 minutes

Activities provided by APPDA

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	"I'm a Youtuber" - Eating time!	To increase comfort and familiarity with healthy foods by engaging in a playful and fun activity that supports sensory awareness, communication, and positive associations with eating	1. Prepare the Setup – Choose the Meal Together: The educator or youth worker (YW) and the teen select a healthy, colorful, and varied meal or snack to explore. Include items with different textures (e.g., crunchy carrots, smooth yogurt, soft bread) and colors to support sensory interest. Prompt: "Let's pick a few different foods to try out as a food show host. We'll choose, talk, taste, and record it together." 2. The educator/YW prompts with simple questions or visual cards: - "What color is this?" - "Is it soft or crunchy?" - "Do you like the taste?" For non-verbal teens, provide picture choices, gesture prompts, or use a simple communication board. 3. The youngsters rate the food items from 1-10pts based on their enjoyment or comfort. If comfortable, they can explain their ratings. For non-verbal participants, support expression through gestures, pictures, or choosing from a set of pre-written descriptors (e.g., "too sour," "fun texture," "smells nice").	Healthy food awareness, Food recognition Food tolerance Reduced food-related and mealtime anxiety Reduced food-avoidance Functional Communication Skills Self-awareness and confidence	Plate with a healthy, visually varied meal or snack Smartphone or tablet for simple video recording Visual cue cards (e.g., "crunchy," "sweet," "soft," facial expressions) Toy microphone or printed "YouTube" sign (optional but fun)	10-25 minutes

			4. Playback and Positive Reinforcement Watch the video together and celebrate their participation. Important: Put No pressure to eat—focus is on interaction and positive exposure.			
LEVEL 1	Food Detective	To Introduce new foods in a non-threatening, play-based way, focusing on sensory exploration.	1. Set the Scene – Detective Mode On! Tell the teen they are becoming a Food Detective for the day. Their mission? Investigate mystery food items using their senses—no need to taste, just explore. “Your job is to collect clues: What does it look like? How does it feel? What does it smell like?” Give them tools like a magnifying glass or tweezers to make it playful and science-like. 2.Introduce the Mystery Food Place one food item (or several) into the mystery box or cover it with a cloth. The educator slowly reveals it, asking the teen to use one sense at a time to gather clues: Look: “What colors or shapes do you see?” Touch: “Does it feel smooth, bumpy, soft, rough?” Smell: “Is the smell strong or mild?” Use descriptive cards or word banks to support expression, especially for non-verbal teens. 4. Model Descriptions and Celebrate Curiosity The educator models using simple descriptive language: “Hmm, this one is round and squishy... maybe	Food recognition Sensory integration, Vocabulary (descriptive words), Curiosity and reduced food-related anxiety. Reduced food-related rigidity and avoidance	One or more new food items (e.g., strawberry, carrot, rice cake) A “mystery box” (opaque container or bag) Magnifying glass or flashlight Tools like tweezers or tongs (optional) Visual cards with food names and descriptors (smooth, crunchy, sour, etc.)	10 -20 minutes

			juicy inside?” Reinforce each observation with encouragement, not correction. 5. Guess and Reveal! Ask the teen to guess what the food is. If verbal, they can say it aloud. If non-verbal, present 3–5 visual cards and invite them to choose the correct one. “Based on your clues, what do you think it is?” After the reveal, they can optionally place the food into a “Food Files” envelope or “Evidence Folder.”			
LEVEL 1	Food Stack Architects	To promote positive interaction with new foods by engaging in a playful, hands-on construction challenge	1.Set the Context – You’re a Food Engineer! Invite the teen to be a “Food Architect” or “Snack Engineer.” Their challenge: “How tall can you build your food tower before it falls?” Explain that they’ll predict, build, and test—no need to eat anything. 2.Make a Prediction Before starting, ask: “How many pieces do you think you can stack before it falls over?” Use a visual sheet to record their guess. 3. Stack the Tower Begin building the food tower by stacking one cube at a time. - Use hands or tongs depending on preference Option: Use toothpicks for added challenge or	Sensory tolerance Executive function (planning, sequencing, prediction) Food familiarity and food-related anxiety Fine motor skills and coordination	Cubed foods with different textures. (e.g., cheese cubes, cucumber slices, apple cubes, banana chunks, watermelon squares) Toothpicks (optional, depending on motor skill level) Small plate or tray (stable surface) Visual chart: “How tall is your tower?”	20 min

			support. Encourage narration or observation. For teens who are nonverbal or hesitant, model first, then allow them to copy. 4. Observe and Record Once the tower falls, count the number of pieces that were stacked. “You made it to 5 cubes! Want to try a different food?” Optional: Snap a fun photo or keep a chart of tower heights over time. 5. Repeat and Compare Try building with a second or third food item. Ask: “Which food was easiest to stack?” “Which one wobbled more?” “Why do you think that happened?”		or stacking record sheet Timer or phone camera (optional, for fun photos)	
LEVEL 2	“I’m a Chef Youtuber” - Lets Cook!	Develop healthy eating habits, cooking and sequencing skills while practicing verbal communication and back-and-forth conversation .	1. The educator and the autistic Youngster choose a simple and healthy multi-step recipe (e.g., fruit salad, simple sandwich). 2. The educator creates a visual schedule with pictures for each step of the recipe. 3. The youngster acts as the "chef" and narrates the steps to the "camera" (or educator). 4. The educator prompts the youngster with questions (e.g., "What are you doing now?" "Is this food good for our body?" "Why do we use	Healthy eating habits Autonomy Sequencing and planning (executive function) verbal communication, social interaction (back-and-forth conversation), fine motor skills.	A simple recipe, visual schedule cards, safe kitchen tools (e.g., plastic knives, measuring cups), ingredients, and a camera or phone for pretend filming.	20-30 minutes

			a knife carefully?") 5. The youngster follows the visual schedule to complete the recipe, with the educator providing support as needed. 6. They can repeat with another recipe and create a score calendar (for example with stars *****)			
LEVEL 2	Food Science	Engage the youngsters in scientific exploration of food, using their special interests to foster deeper engagement. Explore the states of matter (solid, liquid, and gas) using everyday food items.	1. The educator/YW and the autistic youngster develop simple food-related science experiment Exploring the changes of the states of matter. EXAMPLES Turning Orange Juice into an Ice-Lolly Main Objective: To observe and understand the transformation from a liquid to a solid through freezing. Step by step: 1. The educator shows the orange juice and asks the youngster: "What state is the juice in? Is it a liquid?" (The youngster should identify that the juice flows and takes the shape of the cup). 2. The youngster helps to pour orange juice into the ice-lolly moulds. This is an opportunity to reinforce that a liquid "takes the shape" of its container.	Food recognition Reduced food-related anxiety and avoidance Executive function (memory, planning, predicting) Cognitive flexibility Communication Fine motor skills. Science literacy	Apron Measuring tools Example1. Orange juice (a liquid); Ice-lolly moulds. Ice-lolly sticks. A freezer Example2. A small piece of butter (a solid) A microwave-safe plate A slice of bread A microwave	20-30 minutes preparation - a couple of hours observation

			3. Freezing: The youngster places the sticks in and puts the moulds in the freezer. The educator/YW explains: "The cold in the freezer will make our liquid turn into a solid." 4. After a few hours (or the next day), the youngster takes the lollies out of the freezer. The educator asks: "What happened to the juice? Our juice is now a solid!" The youngster can feel the difference in texture and enjoy their lolly - if wanted. Melting Butter in the Microwave Main Objective: To observe the transformation from a solid to a liquid through heating. Step by step: 1. The educator shows the solid butter and explains that it's hard and has a fixed shape. They ask the youngster to touch the butter to feel its solidity. 2. The youngster places the butter on the plate. The educator asks: "What do you think will happen to the butter if we put it in the microwave?" 3. The youngster, with the educator's help, puts the plate in the microwave and heats it for a short time (e.g., 10-15 seconds). The			
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			educator monitors the process and stops when the butter is melted. 4. Observation and Application: The youngster carefully removes the plate and observes the melted butter, which is now a liquid. 5. The educator reinforces the concept: "The heat from the microwave turned our solid into a liquid." The youngster can then use the liquid butter to spread on the bread, applying their observation in a practical way. Optional for both examples - The youngster can document the process through drawing, writing, or photos to reinforce engagement and learning			
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Activities provided by EMPHASYS

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	Activity 1 – Go/Slow/Whoa	The aim of this activity is to encourage students to identify and categorise foods based on their nutritional value. They	Main Activity: 1. Introduce the Go/Slow/Whoa traffic light using simple language. Keep explanations short and literal. Example: • Green means GO! These foods help your body feel good. • Yellow means SLOW. These foods are okay, but not all the time. • Red means WHOA. These are sometimes foods—just a little bit. Warm-up: Show them/project large image cards of food, one by one and ask them to help you place them in the correct category. Do this as much as needed so they understand what they will have to do. 2. Then, give each student red, yellow and green A4 sheets of paper, along with a small shopping bag with image cards of food. 3. Instruct students to sort the food on the sheets of paper, into Go, Slow, or Whoa categories. Extension Activity 1: Instruct students to hold up the appropriate colour sheet of paper when you show them/project a food card.	Logical thinking, concept formation, visual learning, visual discrimination, health and nutrition awareness, following directions	• Printables • Small shopping bags	20-30 min

LEVEL 1	Activity 2 – At the Supermarket	The aim of this activity is for students to learn to identify, name and classify foods as healthy or unhealthy.	Main Activity: <i>Prep: Set up different stations in the room with mixed food cards, healthy and unhealthy.</i> 1. Take time to review the names and appearances of healthy and unhealthy foods with students, using large image cards or projected images. Warm-up: <i>Then ask students to tell you in which bag each food belongs. (green = healthy, red = unhealthy)</i> 2. Put students into pairs. For each pair, give one student a red shopping bag and one a green shopping bag. 3. Assign each pair to a station and instruct them to sort the food items into the appropriate bags. 4. When each pair finishes collecting their items, check their bags. 5. When students have finished, place each pair at a different station and repeat the activity. It is possible to repeat this activity as many times as you feel is necessary.	Categorisation and sorting, visual discrimination, memory and recall, nutrition awareness, listening to and following verbal instructions, attention and focus	• Printables • Green shopping bags • Red shopping bags	20-30 min
LEVEL 1	Activity 3 – Carb or Protein?	The aim of this activity is to encourage recognition and differentiation of macronutrients and to reinforce listening and following directions.	Main Activity: 1. Take time to review which foods contain carbohydrates and which contain protein with students, using large image cards or projected images. Warm-up: <i>Project the Carb or Protein Worksheet and ask students to help you place where each food belongs.</i> 2. Then, give each student a <i>Carb or Protein Worksheet</i> and image cards. 3. Instruct them to place each of their cards where they belong on the worksheet. Extension Activity 1:	Receptive language, sequencing and task completion, language development, sensory and taste awareness	• Printables • Carb or Protein Worksheet - Sweet or Salty Worksheet	20-30 min

			1. Take time to review sweet and salty foods with students, using large image cards or projected images. 2. Project the <i>Sweet or Salty Worksheet</i> and ask students to help you place where each food belongs. 3. Then, give each student a <i>Sweet or Salty Worksheet</i> and image cards. Instruct them to place each of their cards where they belong on the worksheet.			
LEVEL 2	Activity 1 – A Balanced Meal	The aim of this activity is to help students build foundational knowledge of nutrition and healthy eating habits.	Main Activity: 1. Take time to review all the major food groups with students, using large image cards or projected images. Warm-up: Project the <i>Balanced Meal Worksheet</i> and ask students to come up to the board and draw one food in one of the sections of the diagram. 2. Then, give each student a <i>Balanced Meal Worksheet</i> and coloured pencils. 3. Instruct them to draw an appropriate food in each of the sections of their diagram. Extension Activity 1: 1. Give each student a <i>Healthy or Unhealthy Worksheet</i>. Have students continue in the same manner, to draw different foods under each category.	Visual-spatial reasoning, memory and recall, fine motor control, hand-eye coordination, receptive and expressive language, vocabulary	• Printables • A Balanced Meal Worksheet • Coloured pencils • Healthy or Unhealthy Worksheet	20-30 min
LEVEL 2	Activity 2 – Fruit Salad	The aim of this activity is to provide students with a multi-sensory learning experience that	Preparation: 1. Clean and cut various fruits into small bite-size chunks. 2. Prepare the cut fruit in separate containers along with a whole fruit of each kind. Main Activity:	Observation and discrimination, memory and recall, identification and classification	• Various fruits • Small containers (to separate the cut fruit)	20-30 min

		targets a wide range of cognitive, sensory, language and fine motor skills.	1. Take time to review what kinds of fruit comprise a healthy fruit salad with students, using each kind of whole fruit you have provided. <i>Warm-up:</i> <i>Set out the cut fruit, with the whole fruit just behind it and explain which fruit each came from.</i> 2. Instruct each student to scoop a bit of each fruit with a plastic/wooden spoon into their own plastic bowl. 3. When finished, cover the fruit containers and whole fruit with a large cloth. 4. instruct each student to mix their fruit slowly into fruit salad. 5. Instruct students to try each piece of fruit slowly and have them guess which fruit they are trying. 6. Give them each a large paper/plastic plate and instruct them to use their plastic spoon to separate the fruit they have left in their bowl by colour and texture. 7. Have them guess again which fruit the chunks came from. 8. Then, uncover the remaining food containers and allow students to eat what they please.		• Small plastic bowls • Plastic/wooden spoons • Large cloth or tablecloth • Large paper/plastic plates	
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Activities provided by AIAS

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	Perfect Chef	1. Recognising different foods 2. Cutting all food and place it in the appropriate box.	1. Place the unopened food in front of the youngster and provide him with the appropriate knife and cutting board 2. Encourage the youngster to cut the food and place it in the appropriate box. You can add the name of the food through verbal communication or the use of AAC. It's possible to use real food and knives. There are knives on the market that are specifically designed for cutting practice so that youngsters do not cut themselves if they are new to using this type of tool. One activity does not necessarily exclude the other. The first can be used as a preparatory step for the second. The second, using real objects, helps with generalisation and increases the sense of self-efficacy if shared during an experience in a natural environment (e.g. preparing a fruit salad or snack together).	• Recognising different foods • Touch stimulation • Increase cut skill • Increase fine motricity • Increase basic food classification skills (fruit, vegetables, meat, etc.)	- Wooden simulation food or real food - Knives 	10 min - 30 min
LEVEL 1	Mystery food box	The aim of the game is to recognise food through smell and touch. Players should identify the basic characteristics of	1. The operator puts the mystery food inside the box or bag. 2. The player puts his/her hands inside the box and touches the mystery food. 3. Through the AAC cards or voice, describe the basic characteristics of the mystery food. If they wish, they can smell the food to help them to identify it. Note: Place only one food item inside the box at a time.	• Training hyper- or hypo-perception • Desensitising to certain textures	- Box or dark bags - Different food - AAC cards	30 min

		each food (e.g. smooth, rough, hot, cold, soft, hard, thin, spherical, sweet, sour or odourless) and make associations with memories (e.g. 'My mum always makes these' in reference to biscuits).	You make the game more complex by excluding one sense (touch or smell). This game can be used to train hyper or hypo perception, and to desensitize youngsters to certain textures. Taste can also be included as a sense by letting the younger taste the food. This aspect can also be used to address food selectivity. In addition, the possibility to make associations with memories can help improve vocabulary, work on name-object association, and even on the emotion that those memories evoke.	- Improving fine motor skills - Specific work on the somatosensory system - Possibility of working on emotions evoked by food		
LEVEL 1	Healthy Shopping	The aim of the game is to identify healthy foods in order to prepare a meal, simulating a shopping trip. Over time, it is also possible to visit a real supermarket to consolidate the learning process and develop social and mathematical skills (e.g. money management).	- The operator provides the YP with a “shopping list” containing familiar items and 1-2 items of their choice. The task can be made progressively or immediately more complex, depending on the level of competence, by using a shopping list that must be completed (e.g. “Shopping for a healthy snack”). - The player must find the right foods among those scattered on the table or on a shelf, avoiding unsuitable ones (e.g. sweets, sugary drinks, etc.). There are several variables that can be applied to the shopping list, including the additional possibility of working on memory and, after showing the youngster the items, covering them up.	- Recognising healthy foods - Recognising which healthy food is most appropriate in relation to the meal in which it's to be consumed - Organization in the shopping baskets and organization in the space Secondary:	- Shopping baskets - Fake Food or real laminated images - Shopping lists with AAC cards - Space in which you can put the food (table, shelf ect)	30 min

				• Memory • Improve social skills • Improve money management		
LEVEL 2	Tombola Alimentation game	The aim of the game is to be the first to complete the various meals by gathering all the foods needed to make a balanced breakfast, snack, lunch, afternoon snack and dinner.	1. Each player is given a table containing 15 foods that can be used to make balanced breakfasts, snacks, lunches, afternoon snacks and dinners. Coloured tokens represent the different meals: ORANGE: Breakfast, BLUE: Lunch, PURPLE: Snack, WHITE: Dinner, BLACK: Afternoon snack. 2. One person draws a card at a time from a bag representing a food item and places it on the board. 3. The player covers the food item with the token corresponding to the meal if it is present on their table. 4. Following the rules of a balanced diet (which can be consulted at any time using the table), the player must aim to finish the category before everyone else. 5. The first player to complete a category must raise their hand and shout “Balanced Breakfast”, “Balanced Snack”, “Balanced Afternoon Snack”, “Balanced Lunch” or “Balanced Dinner”, depending on the category completed. The first player to complete a category wins the category badge.	• Recognising different foods • Knowing how to prepare healthy balanced meals • Respect the order of play • Increase communication and sense of self-efficacy	- Cards with drawings and writing (it is fine to follow CAA guidelines) and a bag to store them in - Board divided into areas based on the type of food that can be removed Each removable food item is divided into: - Carbohydrates: Yellow - Proteins: Red - Vegetables: Green	1 h

			At the end of the game, the player with more badges wins. If there is a tie, the player with the most cards wins.		- Dairy products: Blue - Fruit: Pink - Dried fruit/Oils: Lilac - Player cards consist of 15 random food items that can be used to create all categories of balanced meals as indicated in the game instructions.  The image shows a game board titled 'Tombola alimentation game'. It features a 4x4 grid of food icons. Above the grid is a cartoon chef holding a large multi-colored wheel. Text on the board includes 'Tombola alimentation game' and instructions in French: 'Mélangez les cartes aléatoirement et utilisez les cartes pour créer des repas équilibrés en fonction des couleurs de la roue.' Below the grid, there are labels for food categories: 'Légumes', 'Fruits', 'Céréales', 'Légumineuses', 'Produits laitiers', 'Viandes', 'Poissons', 'Oufs', 'Bevandes', and 'Autres'. The word 'WATER' is also present in the grid. - Coloured tokens based on the meals to be made.	
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LEVEL 2	Masterchef AutismFIT	The aim of the game is to cook a balanced dish of your choice. The game can be played in teams or as a competition between individuals.	1. Players are asked to prepare a balanced meal within a time limit. This can be a starter, main course or a snack, which must be agreed upon before cooking begins. 2. Each player or team must prepare their dish within the set time and give a presentation. 3. Each player or team will have the opportunity to ask an operator for help if necessary (a limited number of interventions may be permitted). 4. At the end of the time limit, each team must present their dish to the jury, who will score it based on the previously explained criteria (e.g. presentation, balanced, flavour, display, etc.).	• Space organization • Organization • Increase memory	- Organisation of space - Increasing procedural memory - Increasing teamwork (in the case of teams) - Increasing cooking skills - Division of tasks (in the case of teamwork) - Respect for rules	1h-2h
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Activities provided by IB

Level	Activity	Main Objective	Methodology/Step-by-Step	Skills Developed	Materials	Duration
LEVEL 1	Shopping	Autistic youngsters learn, under supervision, to buy healthy food and make decisions for themselves about what they need	1. The educator introduces the topic of “healthy shopping” and uses plastic foods to show what should be in the shopping basket (depending on the meal, i.e. breakfast, lunch, dinner) 2. Shopping training: together with the participants he goes shopping as a teacher 3. Arrival: before shopping, the educator gives instructions on what to buy (breakfast, lunch, dinner) and lets the participants put together their meal 4. Evaluation: Together in the group, we evaluate what was bought and why and, if necessary, suggestions for improvement are included	Raising awareness of healthy shopping habits, following instructions; Training of selection behavior; Navigation of behavior in the real world	Plastic Food, Food pictures	1,5-2h
LEVEL 1	Food Diary	Training nutrition awareness and self-reflection on dietary requirements	1. The educator introduces the topic of individual eating habits - which ones are healthy and which ones are less healthy, working with vivid images and video scenes in which healthy and unhealthy diets are presented 2. The educator asks all participants to write down their eating habits (what do you typically eat at meals or outside of them) 3. The dietary habits are briefly discussed together in the group 4. The educator asks all participants to document their eating habits in a diary for a week to then discuss and evaluate them together again	Healthy habits awareness, self-regulation eating behaviour (recognizing internal cues related to food ingestion), reflective and informed decision-making	video scenes in which healthy and unhealthy diets are presented Food picture	One week

LEVEL 1	Gardening	Consciously dealing with healthy, natural foods that can be used for cooking (herbs, spices, types of plants).	1. The educator introduces the topic of "Herbs, spices and plants in nature" and uses his own illustrations to explain what can be used in the kitchen (dandelion, parsley, garlic). 2. The educator asks the participants to tell what plants they already know and whether they find them healthy/unhealthy/tasty or not tasty 3. Together they go into nature and look for the herbs and plants explained so that they can then process them (e.g. try, freeze, cook)	Food recognition and healthy food preparation literacy Sensory integration and exploration Reduced food-related anxiety and avoidance Food tolerance Mindful Decision-Making Functional life Skills	Pictures and real-life experience in the nature	2-3 hours (including the instruction part)
LEVEL 2	Cook and Bake	Learn under supervision how to cook and bake in a healthy and balanced way	1. The educator/YW explains what goes into healthy cooking and baking (carbohydrates, fats, etc.) and explains the food pyramid if necessary 2. What do you like to eat? Participants are then asked to share what they like to eat and what they need to eat 3. Preparation: Using food cards, the educator asks the participants to put together their favorite dishes. All participants should then be able to explain where the food pyramid can be found in their lists. 4. Evaluation: The educator evaluates together with the participants whether the food composition is balanced or whether something is still missing. If	Food recognition and awareness Healthy-habits literacy (nutritional information and healthy meals preparation) Communication and self-expression	Ration cards Image food pyramid If necessary, food made of plastic to ensure better transparency	20min

			something is missing, suggestions for improvement will be made	Executive function (attention, memory, planning)		
LEVEL 2	Meal planning	Raising general awareness about healthy and balanced meal planning with all relevant components (carbohydrates, fats, proteins)	1. The educator /YW introduces the topic of “healthy and conscious meal planning” using practical examples (What are the food categories? How many of them should be on the plate, etc.) 2. Using plastic, he asks the participants to put together their lunch plates and has them explain what the participants perceive as healthy and balanced 3. Together we now cook a dish in which the participants consciously choose the food and put it on the plate in a balanced ratio of carbohydrates, fats and proteins	Food recognition and awareness Healthy-habits literacy (nutritional information healthy meals preparation) Reduced food-related avoidance Executive function Coordination and fine motor skills	Plastic food, real life examples by using videos, cards, own experiences	2-3 hours (incl. cooking)

Conclusion

The AutismFIT Offline Activities Pack is more than just a set of exercises — it is a pathway to connection, growth, and joy for young people on the autism spectrum. By blending simple yet powerful activities around movement and healthy eating, the pack opens up opportunities for autistic youth to explore their strengths, build healthier habits, and experience success in ways that are both meaningful and fun.

These activities are not designed with perfection in mind, but with participation, laughter, and discovery at their heart. Whether walking a balance line, preparing a colorful plate, or dancing to music, every step creates a chance for confidence, independence, and social connection to grow. By offering two levels of support, the pack ensures that each young person is met where they are, with respect for their unique abilities and learning style.

Together with AutismFIT's digital tools, the offline activities create a bridge between innovation and everyday life. They remind us that learning does not only happen through screens or structured lessons, but also through play, movement, and shared experiences.

Most importantly, the Offline Activities Pack is a celebration of inclusion. It is a resource for youth workers, educators, and families to encourage young people with autism to thrive — not only by becoming more active or eating better, but by discovering their potential, embracing who they are, and feeling truly valued within their communities.