

# Non-formal learning Activities for Autistic Teenagers in Europe "NAATE Project"

Booklet of

# GOOD PRACTICES

for the inclusion of teenagers on the Autism spectrum in  
non-formal learning activities



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# INDEX

Introduction.....	3
Target groups.....	4
NAATE Project.....	4
Partners.....	5
Criteria for the selection of best practices.....	6
Practical tips.....	7
Best practices - Arts&Crafts.....	8
Best practices - Music.....	12
Best practices - Visits&Cultural activities.....	16
Best practices - Sport.....	26

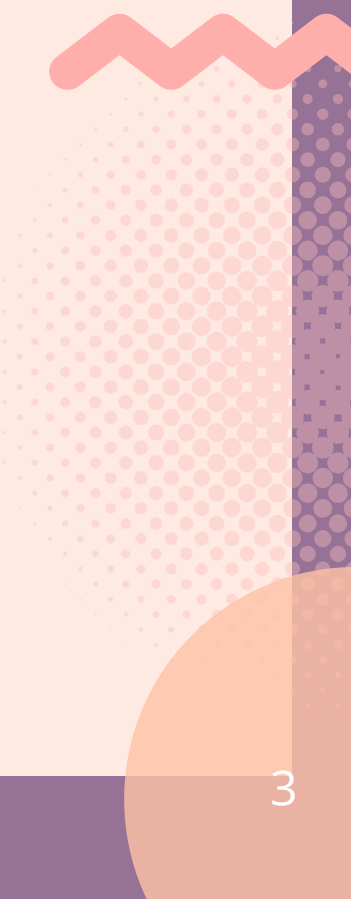
# INTRODUCTION



Prevalence estimates of autism are increasing, with 1% children being diagnosed with autism in Europe. Non-formal learning activities and leisure activities such as art, yoga, sailing, activities with animals (pet support, equine activities) can support the development of the social skills of autistic teenagers. These activities have proven to be effective in several contexts. The inclusion of autistic teenagers in non-formal learning is even more important as this group are often excluded, and their families often feel marginalised.

The purpose of this booklet is **to provide helpful ideas for leisure and non-formal activities in order to achieve positive interactions and improve learning for autistic teenagers.**

It provides valuable information for designing and developing non-formal learning activities and leisure activities such as art, yoga, sailing, activities with animals that can support mainly the development of the communication and social skills for autistic teenagers.



# TARGET GROUPS

The information that follows in the activities can be useful for **staff, custodians and family members** that interact with autistic teenagers. All these activities can be used all year-round, by schools, organizations and even by families. These activities were designed and developed from respected experts in the field of autism, art, extracurricular activities, and sports.

While this booklet is not intended to be a curriculum for non-formal activities, people working or interacting with autistic teenagers may find it **helpful for information and resources for their schools, organizations, or summer camps.**



# THE NAATE PROJECT

The “Non-formal learning Activities for Autistic Teenagers in Europe” project (NAATE project) focuses on non-formal learning to support the training of youth workers and to develop the social skills of autistic teenagers. Beginning in February 2019 until August 2020, this 19-month project is funded by the European Commission’s Erasmus+ Programme.



# PARTNERS

The NAATE partners come from three EU member states – providing autism specific services or educational support for learners with additional support needs – and have a wide range of skills. The project coordinator, **Asociación Mi Hijo y Yo** from Spain will work closely with the other partners: **Autism-Europe** from Belgium and the **NCD Calloway Continuing Education Ltd. – AASP (Autism Assessment Support Practice)** from Cyprus.



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## ASSOCIATED PARTNERS

Other external organizations from all over Europe contributed with their best practices to the collection that this booklet aims at presenting. These associations are:

-  Informa Psicología y Deporte - ES
-  Plisti Plasta uretan Kirol Kluba - ES
-  Diversamente Onlus - IT
-  Centar za autizam - CR
-  Blue FireFly - NMK

# CRITERIA FOR SELECTION

The criteria for each good practice keeps in mind the importance of setting positive examples of implementing the right to practice leisure, according to the UNCRPD, the UN Convention for the Rights of Persons with Disabilities. For example, these good practices are safe for people on the autism spectrum and the professionals involved. Also, they consider infrastructure and methodology that both fully respect the integrity of people on the autism spectrum.

All good practices support the acquisition of life skills and help foster inclusion of autistic people. To the extent possible, each good practice is affordable to families and autistic people who have limited disposable income for leisure.


## Good practice checklist

- ✓ Right to leisure in practice, UNCRPD provisions
- ✓ Acquisition of life skills and help foster inclusion
- ✓ With safety a priority
- ✓ Be appropriate (infrastructures and professionals involved)
- ✓ Affordable to families and autistic people on a low income


A therapy must have a proven benefit on the core symptoms of autism. For various reasons, the good practices contained in this booklet should not be thought of as 'therapies'.

# PRACTICAL TIPS


For non-formal educational activities, it is really important to prepare participants before starting each activity. This part acts as a sort of 'warm-up' phase, it sets the context, and mentally prepares the participant to become focused on the subsequent activity. This phase makes these activities more effective and also, comprehensive. Instructors can utilise various methods for doing this through the use of social stories, and/or conducting an individual impact assessment, and/or allowing extra time in the preparation:




The use of 'Social Script' is designed to provide information that will allow the person to have an improved comprehension of a social situation. Namely, to help the person discover the 'hidden' code of social situations. The improved comprehension of social situation can finally lead the participant to more appropriate behaviours.



Be aware of the participant's sensory needs: avoid or prepare for sound triggers such as a potential fire alarm or sudden change in the environment affecting light, bright colours or textures which could cause distress to the participant which may jeopardise the educational activity.



Give the participant time for self-regulation to arrange their own thoughts on this new situation they will encounter. Thinking time is very important to keep in mind, especially when setting up the mood for the activity.



Resist micromanaging the participants, allow them to surprise you, They will!

# BASKETS AND CHAIR WEAVING

## Description of the activity



This activity aims at discovering manuality skills in young people with autism. Basket weaving: first the bases that come readymade (cut to the size we want) are marked and pierced. The grass posts are then passed through and the weaving is continued. Finally, varnish is applied. Chairs (wood and rope): Rubbing of the wooden skeleton with sandpaper first. The color of the ropes is selected. People pull the rope and the worker weaves the chair. Finally, varnish is applied.

NCD Calloway  
Continuing  
Education Ltd. -  
AASP  
Cyprus

## Educational scope



The activity, beside being very fun, helps with the improvement of:

- Fine and gross motor skills
- Eye/Hand coordination
- Social interaction
- Communication
- Decision making
- Satisfaction about the final product
- Creativity



### Preparation

Choose the shape of basket/wooden form chair that each person would like to weave his/her own basket/chair. Demonstration of how we can do the activities.  
Be sure for safety.



### Materials

Wooden frames, weaving strings, scissors, gloss paint



### Instruction strategy

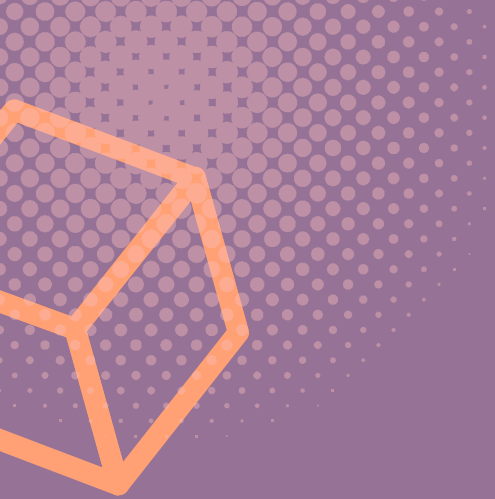
Visual instructions, visual communication tools



### Accommodation for accessible communication

Demonstration of the final product, of how to begin the weaving, of the weaving technique. Everything / all the instructions will be given visually.

Duration: 2 hours  
Topic: Arts&Crafts



## Final outcomes of the activity



Short stools, short chairs, round baskets and oval baskets plied where weaved. Participants enjoyed the process of using their hands to create concrete tools.

## Feedback and Evaluation



The final product the person chooses to weave is part of the evaluation. The satisfaction about the final product is also part of the evaluation.

Giving the choice of the activity (chair/ basket weaving) the choice of the colors, shapes etc. is an expressive, artistic way of having fun!

# ART LEARNING IN NATURAL CONTEXTS

## Description of the activity

Asociación Mi  
Hijo y Yo,  
Spain

This activity consists in spending one day outside, in a natural context, working on different type of artistic expressions, with a variety of materials and techniques. Teens are divided into groups. Each of them has a small bag and they go looking for natural elements that catches their attention, these items are then put in their bag. Then, participants sit down on the ground/floor in a circle and each one is given a board and paper, with the waxes in the center. They must choose an item from the bag and place it under the paper. Then, with the wax they have to paint on top and the shape of the chosen natural element located under the paper will be observed. Another activity is walking barefoot in a natural environment, possibly small wood/forest. Everybody sits freely and observes the different trees, then participants are asked to paint with charcoal what attracts their attention, following the instructions of the art professional. The walk through the natural area continues, observing the type of flora and fauna, connecting with this environment.

## Educational scope

- Learn to observe nature through the five senses.
- Improve the use of sensory capacity to express teenagers' emotions.
- Feel the connection with the natural elements.
- Foster creativity.

### Preparation

Look for a wide natural space, where teenagers can explore and be in touch with nature. Keep in mind that it must be an open but limited space, for example, a park.

### Materials

All the materials used are ecological and recycled, avoiding the use of plastic: waxes or coal, small cloth bags, paper sheets, tables.

### Instruction strategy

The professional explains the activity with the use of prompts.

Duration: 2 hours  
Topic: Arts&Crafts





## Final outcomes of the activity

The activity is a great opportunity for the youngsters to feel in touch with nature and express their feelings through art.

## Feedback and Evaluation

At the end of the activity, we sit in a circle and ask each of them for feedback about the visit: to comment with one word that defines the activity for them, how it felt, what they liked the most, etc. The feedback collected by participants was positive and encouraging to repeat more often the experience.





# “COSQUILLAS MUSICALES” MUSICAL TICKLES

Asociación  
Mi Hijo y  
Yo, Spain

## Description of the activity



Different activities related to musical expression and communication. Sitting in a circle, in a musical way (singing and clapping), each participant introduces himself. Each one is asked to invent a rhythm and throw the ball into a basket. If somebody fails, they are invited to throw the ball again, which avoids frustration and positively reinforces the confidence of participants. Then again in a circle, everybody takes an end of the canvas, favoring group cohesion and balance (improving gross motor skills), and dance/sing depending on what the professional decides for them. Finally, everybody is given a scarf and invited to dance freely while in the background, relaxing music is played. Participants should express emotions through body movements, with the rhythm of the music.

## Educational scope



- Improvement of the group cohesion and interaction between participants through music
- Get to know each other better



### Preparation

Selection of a suitable space, wide and empty, free of external noises, where the youngsters can sit in a circle and be able to move freely.



### Materials

Soft balls, maracas-like musical eggs, a colored canvas, scarves.



### Instruction strategy

Frontal explanation of the activity by the professional that carries it out.

Duration: 2 hours  
Topic: Music



## Final outcomes of the activity

- Getting to know each other
- Gain confidence
- Avoid frustration
- Emotional Education

## Feedback and Evaluation

At the end of the activity, we sit in a circle and ask each of them for feedback about the visit: to comment with one word what defines the activity for them, how it felt, what they liked the most, etc. They laughed a lot since they had never had the experience of expressing themselves through music.

# SINGING

## Description of the activity



A band of 6 people was created, who rehearse with a musician. The band is responsible for presenting music performs at various events.

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Continuing  
Education Ltd. -  
AASP  
Cyprus

## Educational scope



- Socialization
- Social interaction
- Communication
- Gain self-confidence
- Entertainment
- Relaxation
- Creative time



### Preparation

Rehearsal as a team  
Practice singing with music teacher  
Demonstration of music videos of the songs  
Rehearsal on stage  
Learn the songs



### Materials

- Microphone - Piano or any other instrument - Stage or a place to sing



### Accommodation for accessible communication

Visual instructions  
Visual communication tools  
Singing assistive technology



### Instruction strategy

Frontal explanation of the activity by the professional that carries it out.

Duration: 2 hours  
Topic: Music



## Final outcomes of the activity



Final concert as a singing group.  
Presenting their singing talent in front of  
audience.

## Feedback and Evaluation



The activity was beneficial,  
enjoyable and suitable for the  
team.

Singing can be a great way for of raising awareness of autism for  
an audience.

# VISIT TO THE AQUARIUM

## Description of the activity



A group of young people attending a three week summer camp visited the Aquarium in the city. They got the opportunity to see many types of fish and marine animals and to discover the underwater world.

Asociación Mi

Hijo y Yo,

Spain

## Educational scope



- Enhancing social interactions and interpersonal relationships
- Improvement of the attention of the kids
- Exploring the connection with the ocean (fauna and marine context).



### Preparation

A previous visit to the Aquarium to evaluate the spaces and the activities to be done.



### Accommodation for accessible communication

In the Process of Evaluation and Assessment in cases of non-verbal teenagers, the initiation process would be wider in order to know exactly the communicative level, regulation, conduct and orientation so that each activity can be adapted with the support of alternative means of communication as such as visual agendas, visual support real images, videos, and others audiovisual tools available in order to be more accessible to non-verbal teenagers. The team would be prepared to meet the users' needs.



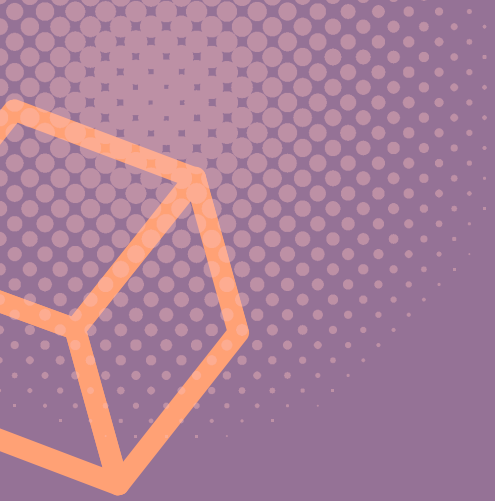
### Instruction strategy

It is important to explain and make them understand the rules to be followed during the visit to the Aquarium. During the tour, an explanation of what is seen is provided to the teenagers. They are placed in pairs, preventing the group from dispersing and helping them to focus and to socialize between them.

Duration: 2 hours

Topic: Visits





## Final outcomes of the activity



Doing the tour of the Aquarium, observing the different inputs displayed; making stops where they are asked in order to explain them interesting details.

Visiting an Aquarium is a great way to learn about new environments and to ignite their imagination.

## Feedback and Evaluation



At the end of the activity, we sit in a circle and ask each of them for feedback about the visit: to comment with one word that defines the activity for them, how it felt, what they liked the most, etc. They all agreed on having fun with their friends and learning more about the marine fauna.

# VISIT TO THE ARCHEOLOGICAL MUSEUM “CUEVA PINTADA”

Asociación Mi

Hijo y Yo,

Spain

## Description of the activity



Get the participants, in this case teenagers with Autism from Canary Islands, in Spain, closer to the Canarian culture and traditions through history and creative art. They got to visit the archeological museum about the Canarian pre-hispanic culture.

## Educational scope



- Enhancing social interactions and interpersonal relationship
- Improvement of the attention of the kids
- Exploring the connection with the ocean (fauna and marine context).



### Preparation

A previous visit to analyze the place and know the context where the group will interact and to know what they are learning. The team is responsible for inventing a story about a main character with Autism set in the background of the archeological site, in order to seek the empathy of the teenagers and at the same time to transmit the historical background.



### Materials

Audiovisual support material to tell the story in a more interactive way, such as:

- o Specific flora of the Canarian culture (Canary palm leaves).
- o Clothing worn by Canarian aborigines (animal skins, necklaces, etc.).
- o Instruments and paintings.
- o Typical Canarian food (gofio pella, figs, etc.).



### Instruction strategy

The group is asked to follow the instructions from the professional guides who are in charge of heading the visit.

Duration: 2 hours

Topic: Visits





## Final outcomes of the activity

- Listen to the presentation of the archeological site and its history provided by the guide and the creative art professional.
- Reach a space that is characterized by the aboriginal background they are learning about and plunge into it by using aboriginal materials and tools.
- With the help of a song accompaniment, create an environment to get into Canarian history
- Using this song and a story about a young person with ASD set in an aboriginal background, carry out the tour of the archeological site (aboriginal house and Painted Cave).

## Feedback and Evaluation

At the end of the activity, we sit in a circle and ask each of them for feedback about the visit: to comment with one word what defines the activity for them, how it felt, what they liked the most, etc. The vast majority coincide in having enjoyed the activity a lot, knowing a little more about their ancestors.

# VISIT TO THE MALL

## Description of the activity



The target group of people visits the mall with a staff member. They can first go to a café for a coffee or a tea and then they go to visit at the mall's shops. There they can shop, if they want to. They pay and manage their money with the support of the staff member, who can help them if needed.

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Continuing  
Education Ltd. -  
AASP  
Cyprus

## Educational scope



- Socialization
- Communication / social interaction
- Money management
- Gross motor skills
- Integration
- Eye/hand coordination



### Preparation

Visual information on where the group is going, what what they are going to do and when they are coming back (Transition stories) and to ensure safety (precautions are in place).



### Materials

- Visual supports
- Choice boards



### Accommodations for accessible communication

Visual instructions

Visual communication tools



### Instruction strategy

- Demonstrating the destinations
- Demonstrating the transition procedure
- All the instructions are given visually

Duration: 2 hours  
Topic: Visits



## Final outcomes of the activity

Shopping in different shops and having coffee time, and socialising with friends.

## Feedback and Evaluation

The activity was beneficial, enjoyable and suitable for the group.

## Description of the activity



Exploring on a free-roam basis with no fixed programme the natural environment of a forest. At the beginning, we hang out badges or cookies. During the session, the children must know that they are in the Foresta School time and that different rules are applied. There is then a review time.

## Educational scope



Motivate, inspire, raise self-esteem and self-confidence, meet group needs, care for the environment, take responsibility.



### Preparation

Make main plan and then follow youngsters leads.



### Materials

Prepared materials such as binoculars, magnifiers, cutting tool for plan, lighters .... And materials in forest.



### Accommodations for accessible communication

Nothing special. Just visual prompts.

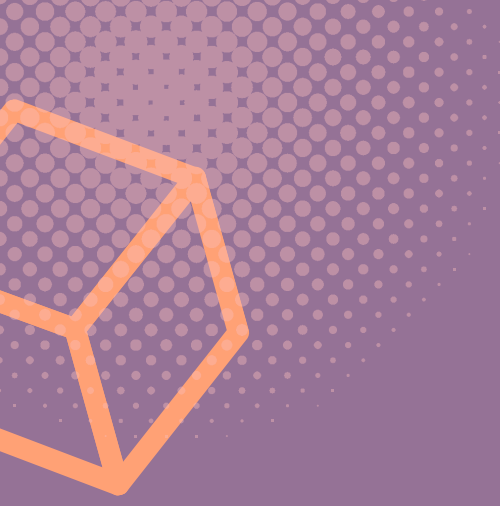


### Instruction strategy

Leadership of teenagers and adults are modeling behavior

Duration: 2 hours  
Topic: Visits





# Final outcomes of the activity

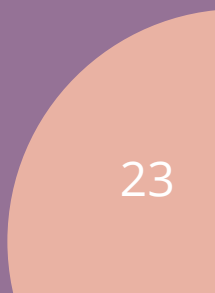


Regular visits, teenagers conduct research, small solvable tasks, learning at their own pace, learning about risk management



# Feedback and Evaluation

Self-assessment table by participants.



# VISITING MUSEUM

## Description of the activity



This activity is intended for those with autism who are interested in historical facts and have a desire to visit museums. The museum is a place where these people can socialize with their neurotypical peers who also have an interest in historical facts. People with autism can fascinate others with their knowledge. The activity consists of entering the museum, meeting in a quiet corner, selecting the exhibit areas to be visited through a photo album, giving instructions, touring the museum, returning to a quiet corner, painting the most impressive part of the museum and presenting the painting to the group.

Association for  
Improving the  
Quality of Life of  
People with ASD  
"Blue Firefly",  
Republic of North  
Macedonia



## Educational scope

The aim of the activity is to learn new facts through an inclusive environment where the strengths of the person with autism will be expressed. The person with autism will feel pleasure from hanging out with other children who have the same interests.



### Preparation

For the activity it is necessary to prepare:

- Silent educational corner in the museum;
- Visual support
- Painting materials.



### Materials

- Visual support-album with museum sections;
- Visual presentation of the rules of behaviour in the museum;
- Visual schedule of activities, with an accurate time frame;
- Visual talk support-take turn;
- Painting materials: painting relay and different types of paints and paper.



### Accommodations for accessible communication

Books with visual support for communication that contain terms used in the museum, adapted to different levels with images, symbols or words in order to meet the needs of individuals.

Duration: 2 hours  
Topic: Visits



## Instruction strategy

Once we enter the quiet educational corner of the museum, we will prepare folders for each person with their name, we will show the group a board with a visual schedule of activities that will follow: choose which setting you want to visit; show it to the museologist and your instructor, take your folder, walk into the setting, browse, ask a question and wait for an answer, ask a maximum of 5 questions. When you exit the setting, choose a painting material, paint your favorite part, when you are called by name, present your work orally.

Then everyone takes their folder and enters the exhibit area. Keep a close eye on time-keeping for each phase of the activity.

## Final outcomes of the activity



The activity highlights the strengths of the person with autism, strengthens their self-confidence and develops skills for social interaction.

## Feedback and Evaluation

The activity was conducted in a museum in Skopje. The implementation of the activity requires education of museologists. Also, during the visit, a good structure is necessary, especially in the part of presentation of what the person has drawn because the presentation can often go off-topic.





# GOLF ACTIVITY

## Description of the activity



Spend a day enjoying golf activities in a sports complex with teenagers with autism, to give them the opportunity to learn a sport that requires focus and can provide a lot of calm and satisfaction as a reward.

Asociación Mi  
Hijo y Yo,  
Spain

## Educational scope



- Observation of the different relationships in a natural context, through sport
- Improvement of group cohesion and social interactions
- Improvement of focus and attention



### Preparation

Choose a golf course suitable for people with disabilities and choose some instructors according to the activity. Security: the space where the visit is taking place is checked and in addition an individual insurance is required in case of an accident. Make sure after the explanations, that the teenagers have understood the instructions and carry them out. Keep in mind to disconnect the buggies when we are not moving and that anyone is on top without supervision of an instructor.

Also, be careful that none of the minors are placed in front of the shooting zone.



### Materials

They are supplied by the golf course (buggies, golf clubs, balls, etc.).



### Instruction strategy

Explanation of the golf course, the rules and explanations of the activities step by step, considering that golf is an adapted sport.

Duration: 2/3 hours

Topic: Sport



## Final outcomes of the activity

Take a tour with the buggies on the golf course, so that the teenagers can get to know the surroundings and feel confident. Go to the driving range so they can practice the sport and enjoy several ball shots. First a golf instructor is needed, to show to the group how to play so that, by imitation, they can play as well. Each one must be placed individually and with a space between them, so that they do not invade each other's space.

## Feedback and Evaluation

At the end of the activity, we sit in a circle and ask each of them for feedback about the visit: to comment with one word what defines the activity for them, how it felt, what they liked the most, etc. Everyone agreed that it was one of the best days that happened on campus.

# BOWLING AND BOCCE

## Description of the activity



Playing sports like bowling and bocce with groups of youngsters on the ASD spectrum. Bocce, as a Special Olympics sport created for people with special needs, is the third most participated sport in the world after soccer and golf. Bowling does not belong to the Olympic sports, but it is among the most popular sports in Special Olympics.

NCD Calloway  
Continuing  
Education Ltd. -  
AASP  
Cyprus

## Educational scope



- Entertainment
- Teamwork
- Opportunity to have social contact
- Develop fine motor skills
- Gain self-confidence



### Preparation

Demonstration of how the game can be played, and visual instructions. The individuals are divided into two large groups and compete in pairs.



### Materials

Bowling and bocce materials.



### Instruction strategy

Visual instructions, visual communication tools  
Observing others play or video modeling of the game

Duration: 2/3 hours  
Topic: Sport



## Final outcomes of the activity

Pleasure of playing the game and the socializing with their co-players.

## Feedback and Evaluation

The activity was beneficial, enjoyable and suitable for the team.



# SPORT PSYCHOLOGY

Informa  
Psicología y  
Deporte,  
Spain

## Description of the activity

The project consists of 2 days of 2 hours per week in training hours. Athletes are in charge, together with a qualified monitor, of practicing different sports with children with autism, without a competitive desire but rather as a means of inclusion and equality. Sharing to grow is the premise of this project.

## Educational scope

- To raise awareness about autism among future generations.
- To use sport as a means of social integration
- Removing the social barriers faced by people with autism

### Preparation

1 or 2 entities or schools predisposed to integrate the project. A public or private entity that subsidizes it and an entity that works with children with autism.

### Materials and facilities

A sports hall and sports equipment. A pavilion and sports centre with accessibility for wheelchairs, bathrooms with access for people with reduced mobility.

### Instruction strategy

- To show the benefits of sport for people with disabilities
- Project of integral growth in values for all participants

Duration: 2/3 hours  
Topic: Sport





## Final outcomes of the activity

First, there will be awareness of autism in young people who will be caregivers or people working with autism in the future, and second, the promotion of sport as a lifestyle.

## Feedback and Evaluation

Pre and post project surveys and scale both quantitative and qualitative on knowledge of autism, beliefs about autism and satisfaction with actions taken.

# AQUATIC ACTIVITIES

## Description of the activity

With these activities, youngsters on the Autistic Spectrum are invited to explore aquatic sports. So these activities are:

- Aquatic therapy
- Adapted and inclusive swimming
- Surfing for everyone
- Winter and summer camps for everyone

Plisti  
Plasta  
Uretan,  
Spain

## Educational scope

This activity aims at exploring psychomotricity, movements, sensations and emotions in the water. It also aims at promoting healthy sports as playful experiences for everybody, and wants to ensure that no child is excluded from doing sports, regardless of their age, gender or capacities.

### Preparation

- 1- Know the child (therapeutic evaluations, clinical evolution, family reunion, ...)
- 2- Observe and assess the child's abilities.
- 3- Adapt the activity or program to the participant.

### Materials and facilities

Psychomotricity room and psychomotricity material, swimming pool, beach and surf equipment, musical instruments and percussion, tablets.

### Instruction strategy

Pictograms related to the activity itself.  
Agendas to explain the day. Specific explanatory videos of the activity.  
Real photos of the activity. Social stories.

### Accommodation for accessible communication

Depending on the profile, you will also need video support or specific material for the specific activity. Advance warning for each activity should be given to the families using visual and descriptive means. Depending on the family, you may need to provide additional support via video or other specific material relevant to the activity.

Duration: 2/3 hours  
Topic: Sport





## Final outcomes of the activity

Within the activity we work on:

- relationships
- emotions
- verbal and non-verbal communication
- movement
- body outline
- body awareness
- mental physical balance
- physical activity and sport
- smiling
- relaxation

\* Improvements:

- 1- create smaller groups of kids participating to the activities to offer better outcomes
- 2- be more attentive to "try" to avoid nervous breakdowns or disruptive behaviors
- 3- closer observation of the environment during the activity
- 4- listen to the signals that people on the Autism Spectrum give us and know how to interpret them
- 5- Avoid overcontrolling the participants, allow them to surprise you, they will.

## Feedback and Evaluation

Pre and post project surveys and scale both quantitative and qualitative on knowledge of autism, beliefs about autism and satisfaction with actions taken.

\* Comments from participants:

- 1- feeling good after the activity
- 2- desire to repeat
- 3- feel comfortable in the activity
- 4- has made new friends

## Description of the activity

People with autism show a specific functioning, therefore it's inevitable to think, design and create appropriate educational opportunities and interventions, following criteria of individuality and predictability. Hiking can be highly educational, it teaches how to be more autonomous and self-confident, how to bond with your hiking companions. It's a discovery of places of harmony, in the middle of nature, where you can listen and learn how to listen to yourself. The sensory alteration that many people with autism have to face constitutes an asset for this kind of activity, it's the advantage nature gives us, being out in the air in a clean environment, rather than in an acoustically polluted one. Qualified educators, volunteers and especially chosen neurotypical people accompany the children and young people with autism during the hike, therefore creating a friendly, convivial atmosphere.

## Educational scope

- To gradually experiment with more difficult hikes, both in terms of time necessary to reach the ending point and physical effort - Muscle strengthening - Improves your mood - Improves your cardiovascular health - Improvements to respiratory system - Develops and improves your sense of direction - Develops your skills in reading maps and recognizing the most important signs during the hike.

### Preparation

Depending on the time of the year and the characteristics and preference of the group, the hike may consist of: - a hike with different levels of difficulty - hike and orientation activities - lunch is always in the form of packed lunch - all hikes are documented with photos and videos that are then given to families and participants once the group is back in the city - every hike includes 6/7 participants accompanied by educators (specifically trained in the Autistic Spectrum Disorder) and volunteers.

Duration: 8 hours

Topic: Sport



### Materials and facilities

Visual diary, social stories, pictograms, rucksack, hiking clothes and shoes.



### Instruction strategy

Every participant has their own personalized hiking programme which has been created following the person's characteristics in order to grant a predictability principle linked to the 2 activity. - What will I do? - Where will I go? - With whom will I participate? - What will I have to bring? - How long will the hike last? The programme is handed to both the families and the participants, assessing the best and most functional hike day for each case.



### Accommodation for accessible communication

Visual diary, social stories, pictograms



## Final outcomes of the activity



A strategy for the development and improvement of personal autonomy is carried out together on the hike itself. It can be difficult for people with autism to master autonomy skills, therefore a good programme of intervention on the various development areas should focus on teaching all those fundamental autonomy skills in order to allow the best quality of life possible: getting dressed and washing themselves, changing shoes, packing their rucksacks, ability to read signs during the hike, staying close to the educators, taking turns.

## Feedback and Evaluation



Families level of satisfaction has proven to be very high, this can be also seen in the steady increment of participants during the various seasons.

