



DiverseMind

Exercise 1

Autism spectrum Superpower Poster

Name of the Tool

Superpower Poster

Objectives of the Tool: Clear steps

1. Self-awareness: Help students recognize their unique strengths and abilities.
2. Confidence building: Encourage students to take pride in their talents.
3. Creative expression: Allow students to visualize their strengths through drawing and writing.
4. Collaboration and empathy: Promote appreciation for each other's abilities and encourage mutual support.
5. Critical thinking: Guide students in identifying ways they can use their strengths in everyday life.

By the end of the lesson, students will have a clearer understanding of their personal skills and how they can contribute positively to their environment.



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Introduction of the Tool

Introduction (5 mins)

The teacher starts the conversation by saying:

- 'Each of us has something we are good at. Some are great at counting, others at drawing, and others are masters at remembering facts.'
- 'Today, we will try to discover our superpowers, or strengths, and think about how we can use them!'

Applying of the Tool: Clear steps

Brainstorming - Examples of strengths (5 min)

The teacher writes examples of different skills on the board:

Logical thinking

Drawing

Sense of rhythm

Perception

Memorising facts

Saying interesting things

Helping others

Imagination

Each student can add something of their own.



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Individual work (10 min)

Each student receives a worksheet with questions:

- What do I like to do?
- What comes easily to me?
- What do others ask me to help with?
- What brings me joy?

(Students can write, draw or use symbols).

Create a Superpower Poster (10 min)

- Each student draws a picture of themselves as a hero with a superpower (e.g. 'Master of Puzzles', 'King of Memory', 'Imagination Artist').
- They write their strengths under the picture.
- The teacher can help by suggesting: 'I noticed that you are great at counting, maybe that's your superpower?'

Presentation and discussion (10–15 mins)

- Students who are willing to do so present their posters and talk about their strengths.
- The teacher summarises: 'Now we know that everyone has something special! We can help each other by using our superpowers.'

Timing

45 minutes

Extra materials for implementation

Papers, pens, colouring pencils



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Exercise 2

Autism spectrum Brainstorming Boxes

Name of the Tool

Brainstorming Boxes

Objectives of the Tool: Clear steps

1. Self-awareness: Help students recognize their unique strengths and abilities.
2. Confidence building: Encourage students to take pride in their talents.
3. Creative expression: Allow students to visualize their strengths through drawing and writing.
4. Collaboration and empathy: Promote appreciation for each other's abilities and encourage mutual support.
5. Critical thinking: Guide students in identifying ways they can use their strengths in everyday life.
6. Self-regulation and problem-solving: Support students, including those with autism, in recognizing challenges and strategies to manage them.



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Introduction of the Tool

Introduction (5 mins)

The teacher starts the conversation:

- Each of us remembers something that is difficult for us. That's normal!
- But we can find ways to deal with it. Today we will try to do it together.
- Examples of difficulties:
 - 'I don't like it when the classroom is noisy.'
 - 'Sometimes I don't know how to start a conversation.'
 - 'New situations stress me out.'

Applying of the Tool: Clear steps

Individual work (10 min)

Each student receives a piece of paper with two questions:

1. What do I find difficult?

(Students can write, draw or tick ready-made answers, e.g. 'noise', 'many people', 'incomprehensible questions', 'new places')

2. What can help me?

(Students choose or write down solutions, e.g. 'I use headphones', 'I ask the teacher', 'I have a daily schedule', 'I take breaks')



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Working in pairs / small groups (10 min)

- Students (if they want to) can share their challenges and ideas on how to deal with them.
- The teacher emphasises: 'We all have different ways - we can learn from each other.'

Creating an 'Ideas Box' (10–15 min)

- The class writes down ways of dealing with difficulties on the board/poster together.
- Examples of strategies:
 - 'If I have a problem, I can ask for help.'
 - 'If the noise annoys me, I can use headphones.'
 - 'If I get stressed, I can take a few deep breaths.'

Timing

40 minutes

Extra materials for implementation

Sheets of paper, pens



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Exercise 3

Autism spectrum

Mirror Reactions – Soft Skills Training

Name of the Tool

Mirror Reactions – Soft Skills Training

Objectives of the Tool: Clear steps

To develop the teacher's soft skills, such as empathy, active listening, patience and the ability to adapt communication to the autistic student.



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Introduction of the Tool

Preparation (5 minutes)

The teacher chooses one of the situations that is difficult for them and that often arises when working with a pupil with autism.

- Examples of situations:

The pupil does not respond to instructions and looks away.

The pupil avoids eye contact and appears withdrawn.

The pupil starts repeating one sentence or behaviour over and over again.

The pupil gets upset when something does not go according to plan.

The pupil ignores the rules of a social conversation (e.g. interrupts, changes the subject).

Applying of the Tool: Clear steps

Practice in front of a mirror or camera (20 minutes)

- The teacher looks at their reflection (or records themselves) and simulates calm, empathetic responses to a chosen situation.
- They repeat sentences out loud, controlling their tone of voice, facial expressions and body language.
- Examples of responses to practise:

Situation 1: A student does not respond to instructions and looks away.

Reaction exercise: 'I can see that it's hard for you to concentrate. Do you need more time or a different explanation?'

Situation 2: A student gets upset when the timetable changes.

Reaction exercise: 'I know you don't like changes. Would you like me to show you the new plan on a piece of paper so you can prepare?'

Situation 3: The student avoids eye contact.

Response exercise: 'You don't have to look me in the eye if it's difficult for you. You can look at my hands or the board.'



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Reflection and recording of conclusions (5 minutes)

After the exercise, the teacher records his/her observations:

- Which reactions seemed natural?
- Was his/her tone of voice and facial expression calm and supportive?
- Which sentences caused difficulty?

Timing

Exercise is flexible and depends on the abilities and individual needs of the person.
It can last for 20 minutes or an hour or more

Extra materials for implementation

Mirror
Camera



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