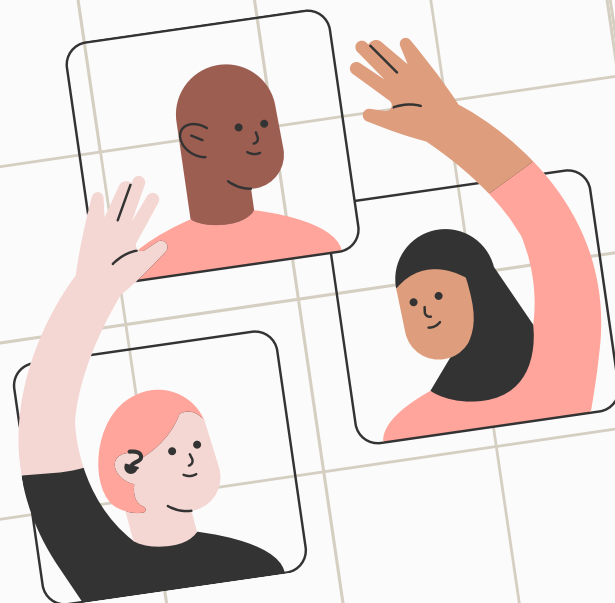




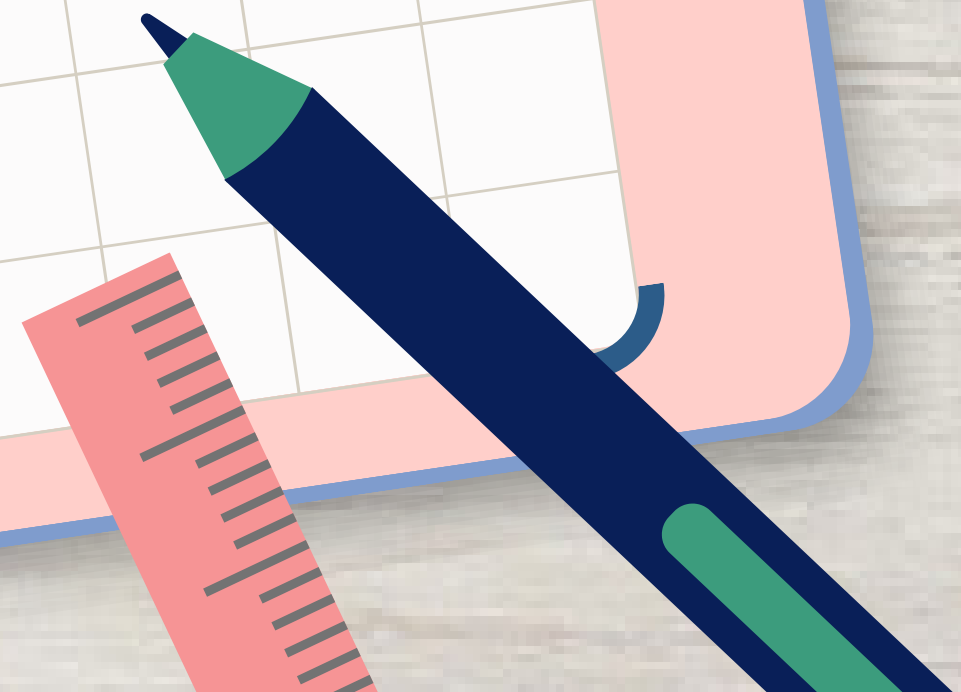
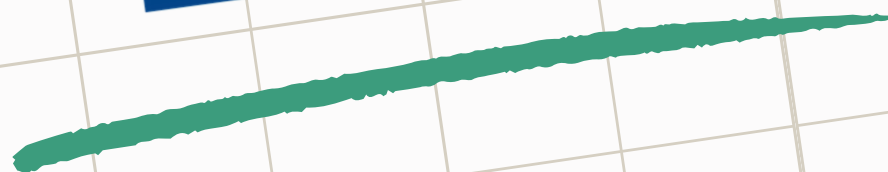
DiverseMind



Workshop for Peer learners



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Introduction

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

In this presentation, we'll focus on: Autism Spectrum.

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

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





What is neurodiversity?

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



Examples of neurodivergence

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

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

Dyslexia – differences in reading and language processing.

Dyscalculia – differences in understanding numbers and maths.

Sensory Processing Difficulties – differences in receiving and processing sensory stimuli.

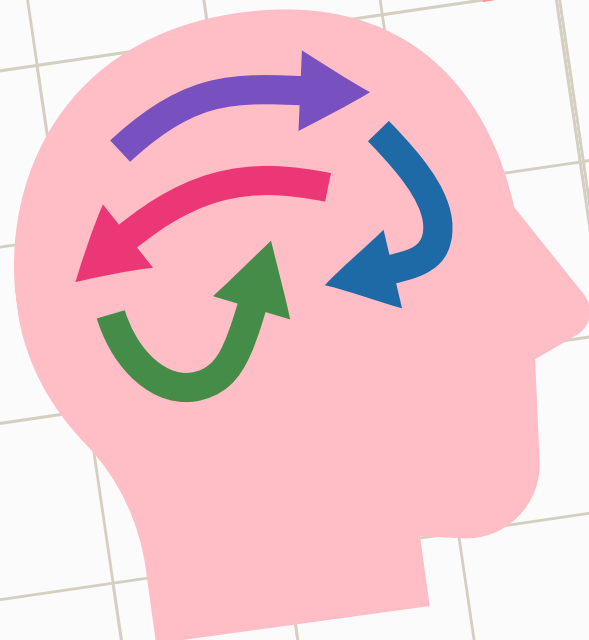


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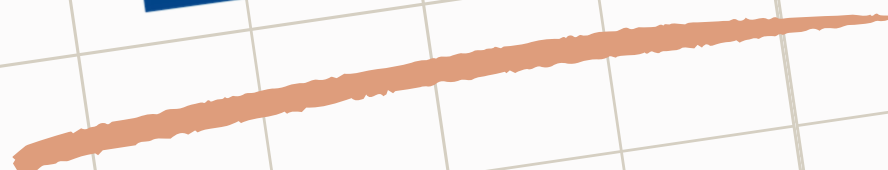


Chapter 1

Autism Spectrum



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What is Autism Spectrum?

Imagine your brain is like super smart computer. Everyone's computer works a bit differently – some process pictures faster, others are great at solving puzzles, remembering details, or creating music. For people with autism, their computer works in a special way.



Autism Spectrum (ASD) means that a person's brain sees, feels, and thinks in a different way – not better or worse, just different !



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Why we made this:



2

1

Understanding people on the autism spectrum helps create a safe and friendly environment. It reduces stress and prevents misinterpretation of their reactions. It also makes it easier to work together, build good relationships, and show empathy for different ways of thinking and experiencing the world.

Sometimes they might need:

- Clear instructions and visual supports
- More time to process information and adapt to changes
- Predictable routines
- A quiet space to focus or rest
- Help with social cues
- Options or choices (e.g., where to sit)
- Understanding when they feel stressed or overloaded



**UNDERSTANDING MAKES
SCHOOL EASIER FOR
EVERYONE.**



How can I help a friend?



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NOTICE STRESS AND OVERLOAD

Stay calm and kind — you
can say, "Do you want a
short break?"

ASK WHAT THEY NEED
"Can I help you right
now?"

STAY RESPECTFUL
Avoiding eye contact or
needing routine is okay.

WARN ABOUT
CHANGES
"We're leaving in
about 10 minutes."

GIVE TIME
Let them think and
answer at their
own pace.





What should I avoid?



- ☒ **TEASING OR JOKING ABOUT THEIR BEHAVIOUR OR INTERESTS** — IT CAN FEEL HURTFUL
- ☒ **FORCING EYE CONTACT** — IT MAY FEEL UNCOMFORTABLE OR STRESSFUL
- ☒ **SUDDEN LOUD NOISES** — IT CAN FEEL INTENSE OR UPSETTING.
- ☒ **OVERLOADING WITH GROUP CHATS** — TOO MANY VOICES CAN BE HARD TO PROCESS
- ☒ **CRITICISING STIMMING** — IT HELPS THEM SELF-REGULATE
- ☒ **TOUCHING THEM UNEXPECTEDLY** — IT CAN CAUSE STRESS OR SENSORY OVERLOAD
- ☒ **INTERRUPTING** WHEN THEY ARE FOCUSED OR TALKING





Game 1:

SHIFT – learning flexibility through play



1

To whom?

- STUDENTS AGED 10–15
- 2-3 STUDENTS PER TEAM
- DURATION: 45-60 MINUTES

2

Game contents

- SET OF TASK CARDS (SIMPLE INSTRUCTIONS, PUZZLES, PATTERNS)
- RULE CARDS REVEALED RANDOMLY
- EMOTION TRACKER CARDS
- BOARD/SHEET FOR REFLECTIONS
- TIMER

SHIFT!



Game 1:

SHIFT – learning flexibility through play



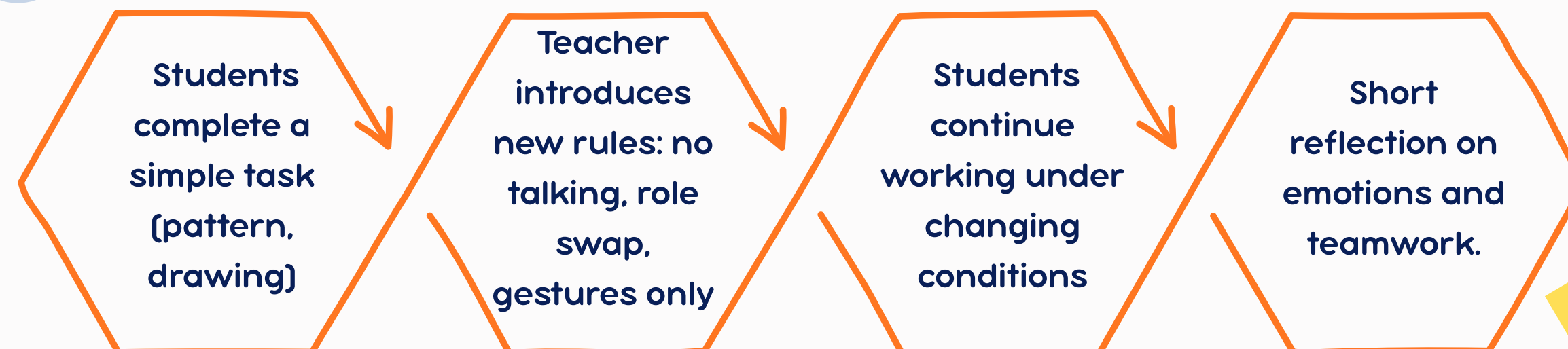
3

What can you learn?

You learn to stay flexible, communicate clearly, and understand and manage your emotions when situations or rules suddenly change.

4

Game Rules:





Game 1:

SHIFT – learning flexibility through play



5

Meta -reflection

What emotions
arose during the
collaboration?

How did you react
when your partner
did something
unexpected?

How is this game
similar to real-
life or classroom
situations?

How did you
react to a lack
of clarity?

What helped you
maintain
collaboration?





Game 2:

Inside Out – Discovering Your Inner World

1 To whom?

- STUDENTS AGED 10–15
- 4-8 PEOPLE PER TEAM
- DURATION: 60-90 MINUTES



2

Game contents

- EMOTION CARDS (EMOTICONS)
- “EMOTION MAP” SHEETS — SILHOUETTE TO MARK WHERE EMOTIONS ARE FELT
- STICKY NOTES
- COLORED MARKERS



Game 2:

Inside Out – Discovering Your Inner World



3

What can you learn?

You learn to recognise, name, and regulate emotions, and understand that people experience and show them in different ways.

4

Course of the game





Game 2:

Inside Out – Discovering Your Inner World



5

Reflection and Conversation



What was easy or difficult about
recognising emotions?

How did you feel when others tried to
understand you?

Are emotions always visible?

How can you support someone who doesn't
show emotions openly?

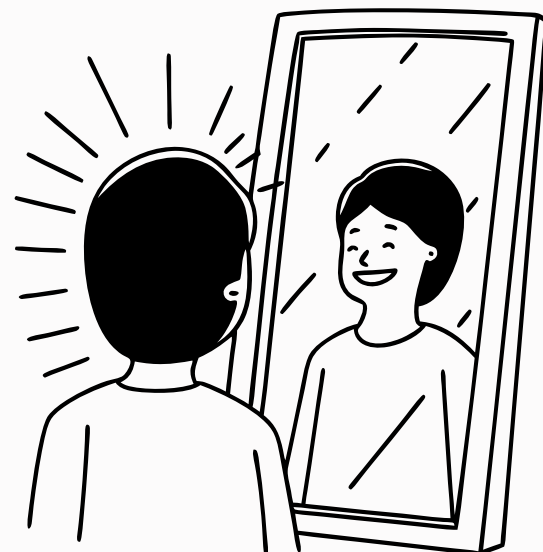


Reflection



3

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



2

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

1

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

Thank You



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