

P
T
4
A
S
D

Erasmus+



Teacher/Parent
Games Handbook

PT4ASD

A handbook of creative physical activity educational games that use physical therapy as a tool for developing social-emotional, non-verbal communication and relationships skills of young people with ASD

Version 1.0, 2024



This work is licensed under the Creative Commons
Attribution-ShareAlike 4.0 International License



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Chapter 1

1. Preface

This Parent/Teacher Handbook introduces the reader to the world of adapted learning practices for school going children with autism (ASD). This handbook combines a number of very important aspects; education, learning through play, socialisation and physical activity.

The handbook aims to inform, educate and enlighten people who are professionally or personally interested in adapted learning practices for children with ASD, including teachers, students and researchers, physical and special education professionals, parents and volunteers.

This handbook comprises of eight chapters which are packed with informative and exciting information on how to engage children with ASD in a fun and physically active learning experience.

This handbook has been written by a team of experienced and passionate specialists who have come together to share their extensive knowledge and experience with you, the reader.

Our objectives for this handbook is to create educational, social & emotional and fun games that use physical therapy as a tool for developing social-emotional, non-verbal communication and relationships skills of young people with ASD.

Our overall project PT4ASD, focuses on promoting social inclusion for students with ASD by enhancing their ability to communicate and interact with their peers.

The main objective is to equip institutions working with students with ASD with effective strategies and skills that can help these students develop and maintain their social, emotional, and non-verbal communication skills.

Our Mission is to improve the social skills of students with ASD who may face challenges in social situations, we aim to create a more inclusive environment where they can participate fully in daily life.

We hope you enjoy reading and using this handbook as much as we enjoyed creating it!



Chapter 2



2. Table of Contents

1.	PREFACE	1
2.	TABLE OF CONTENT.....	2
3.	AUTISM	3
4.	ACKNOWLEDGEMENTS.....	4
5.	GAME INTRODUCTION.....	7
6.	EDUCATIONAL GAMES.....	8
	NUMBERS - RECOGNITION/MATCHING/BASIC MATH'S.....	9
	LETTERS - RECOGNITION/SPELLING	12
	SHAPES - RECOGNITION / OBJECT CREATIONS FROM SHAPES	15
	COLOURS - RECOGNITION / MATCHING	18
7.	SOCIAL AND EMOTIONAL GAMES.....	21
8.	GAMES JUST FOR FUN.....	28
9.	ASSESSMENT FORM.....	41



Chapter 3

3. Understanding Autism



What is Autism (ASD) - a definition

In simple terms, autism is a neurological difference which many people throughout the world regardless of ethnicity, nationality or gender are born with. Autism affects how individuals experience the world around them and how they communicate, socialise and interact with others. In other words, autism is a complex lifelong neurodevelopmental condition which affects the development of the brain in the areas of Social Interaction (how we relate to each other socially), Communication (receiving, processing and returning information) both verbal and non-verbal and Social Imagination (the ability to imagine how others may be feeling, thinking or experiencing). This is known as the “Triad of Autistic of Diagnostics” which in turn affects behaviour (words, actions and mannerisms) and how that person experiences, learns and interprets their environment. This can lead to functional limitations in social participation, and educational, sporting and occupational performance.

Autism is described as a ‘Spectrum’ disorder. This means that every person experiences autism differently and appears in a range of forms and levels of severity. The autism spectrum can range from Asperger’s syndrome or High Function in Autism (HFA) considered at the mild end, to autistic disorder at the severe end.

Some individuals develop typical capabilities in terms of speech and language and develop exceptional skills, but struggle with lifelong social and behavioural differences. Others may have challenges in communication, sensory sensitivities, and behavioural issues, such as excessive tantrums, repetitive behaviours and aggression. The good news is that appropriate interventions and programs can improve outcomes for many, if not most, people diagnosed with ASD.

ASD is also found to be closely linked to sensory processing difficulties, in which a person is either hyper (over) or hypo (under) sensitive to any of the body’s information, gathering senses such as visual, auditory or tactile or indeed all of the senses. There is also a high possibility of cognitive impairment or learning disability associated with ASD (A.R, 2006)

Chapter 4

4. Acknowledgements

First and foremost, we would like to thank the European Union Erasmus+ programme for giving us the opportunity and funding to develop our PT4ASD project and create this handbook.

This project has brought together six European countries, with participants from all six countries contributing to the creation of this Parent/Teacher Games Handbook.

We would like to acknowledge their incredible work ethics, their extensive knowledge and expertise and their unwavering dedication to the success of this project.

We would like to introduce you to each of the participating organisations and educational institutions and to the individuals who have skilfully contributed to this handbook.

Authors

Partner: Judo Assist Ireland, Tipperary, IRELAND

Participants: James Mulroy

President Judo Assist Ireland, Director of European Projects, European/Eurasia Sports Advisor Special Olympics, International Tutor & Lecturer on Adapted Sports Development.

Teresa Mulroy

Secretary General Judo Assist Ireland, Early Years and Special Education Teacher, B.A Early Childhood Studies, Diploma Montessori Teaching, Diploma Psychology

Sean Davitt

Inclusion Officer Judo Assist Ireland, M.A. Sports & Exercise Psychology, B.A. (Hons) Recreation & Leisure Management, B.A. Social Care, Black Belt in Judo and Brazilian Ju Jitsu

Contributing Partners

Project Coordinating Partner: Düzce Provincial Directorate of National Education, TURKEY

Participants: İlyas AYYILDIZ

English Teacher, RND Coordinator of Düzce Provincial Directorate of National Education

Ahmet ZEYBEKOĞLU

English Teacher, RND Coordinator of Düzce Provincial Directorate of National Education

Celalettin Özhan ARSLAN

English Teacher, RND Coordinator of Düzce Provincial Directorate of National Education



Project Partner: Yeşil Düzce Special Education, Düzce, TURKEY

Participants: Hilal İLHAN

Director of Yeşil Düzce Special Education Practice School, Special Education Teacher, Bachelor's Degree, Gazi University, School Communication Person for EU Projects

Fatih DANIŞ

Physical education teacher of Yeşil Düzce Special Education Practice School, Physical education teacher, Bachelor's Degree: Abant İzzet Baysal University

Tuğba GÖKTEPE

Special Education Teacher of Yeşil Düzce Special Education Practice School, Bachelor's Degree: Abant İzzet Baysal University

Project Partner: Hacı Hidayet Türkseven, Düzce, TURKEY

Participants: Talha AYDOĞAN

Director of Hacı Hidayet Türkseven Special Education Practice School, Special Education Teacher, Bachelor's Degree: Marmara University

Hacı Bekir BOZ

Director Assistant of Hacı Hidayet Türkseven Special Education Practice School, Special Education Teacher, Bachelor's Degree: Gazi University, School Communication Person for EU Projects

Hüseyin Enes TETİK

Director Assistant of Hacı Hidayet Türkseven Special Education Practice School, Psychological Counsellor and Teacher, Photographer, Bachelor's Degree: Erzincan University

Project Partner: Agifodent, Granada, SPAIN

Participants: Julio Jiménez García

Graduated in Education Sciences at the University of Granada. Teacher and Coordinator European projects in public and private education. Director of a computer enterprise

Antonio Paolo Miccoli

Graduated in economics and business management at the University of Italy. Researcher and responsible for European projects at Agifodent. Trainer at vocational school

Encarnacion Jiménez Guerrero

Graduated in law at the University of Granada. Certified in private and public finance & accounts, developed all administrative and financial tasks of European projects in Agifodent.



Project Partner: SOSU Ostylland, Aarhus, DENMARK

Participants: Iben Roed Jensen

Registered Physiotherapist and European Project Manager.

Lisbeth Marcussen

Registered Nurse and European Project Manager.

Annette Damsgaard Christensen

Registered Nurse, Registered Pedagogue and Teacher.

Katrine Elkhøj Eriksen

Registered Physiotherapist and Teacher.

Project Partner: Platon M.E.P.E, GREECE

Participants: Evangelos Kapetia

BA in English Literature; MA in Language and Linguistics; Headteacher for PLATON Gymnasium; European Projects Manager for PLATON School

Evgenia Moysidou

BA in History and Archaeology; MA in Historical Research in Ancient Greek History; Teacher of Greek Literature and History in PLATON School

Efpraxia Kapeti

A student in the International Hellenic University graduating in Business Administration; Intern at PLATON School working in the European Project Department

Project Partner: International School, SERBIA

Participants: Aleksandar Petrovic

MA Psychologist, Group Psychotherapist and Analyst in Education, Psychology Teacher and School Counsellor at International School.

Dusanka Andelovic

Teacher at International School, Graduate of University of Belgrade's Faculty of Philosophy.

Lora Mitic

Teacher in Art & Design and Digital Media & Design, University Diploma Art History, Faculty of Philosophy, Researcher, Writer, Lecturer in Modern & Contemporary Art.

A Special Thanks to the students of Judo Assist Ireland who willingly gave their time and efforts to create the visuals (video and photos) for this handbook. Their dedication and enthusiasm was exceptional.

Chapter 5

5. Game Introduction

Play is very important for children with ASD as it allows them to work on social skills, communication, motor coordination, and cognitive abilities. Additionally, play can be a very enjoyable and relaxing activity for many autistic children. Some specific benefits of play include, improving attention and concentration, developing creativity and imagination, improving verbal and nonverbal skills, learning social rules, and fostering self-esteem. It is important to choose games that are suitable for all the needs and interests of the individual child, and allow them to have fun while learning new skills. In summary, play is an important tool for the overall development of children with ASD.

There are many games that can be beneficial for children with ASD, games that have clear rules, structure, repetitive elements and games which can be scaled up or down depending the individual or group ability and understanding.

While the type of adaptations used for a game will depend on the person's individual needs and the game being played, some general guidelines may be applied to ensure a successful outcome with any social play situation.

- It is wise to prepare the person as much as possible for what they will experience in a game.
- The person should have a clear understanding of what they are being asked to do before beginning the game.
- The person needs to have an opportunity to express any anxieties or ask questions (to the best of their ability) ahead of time.

Each person should have opportunities for skill practice and understand the objective of the game before beginning game play with peers.

The games in this handbook are specifically designed and selected to be both educational and fun. The majority of games are targeted at groups of 6 students as this is the standard class size for most special education schools and/or autism classes across Europe, however, the games can also be adapted for parent and child use.

The games included in this handbook aim to develop communication skills, negotiation skills, teamwork & flexibility, critical thinking & problem solving and creative thinking. The games are categorised into Educational subjects such as, numbers, letters, colours, shapes, spatial awareness, associations, Social and Emotional games and multi skilled games just for fun!

We hope you enjoy the experience of sharing these games with your students /children.



Chapter 6

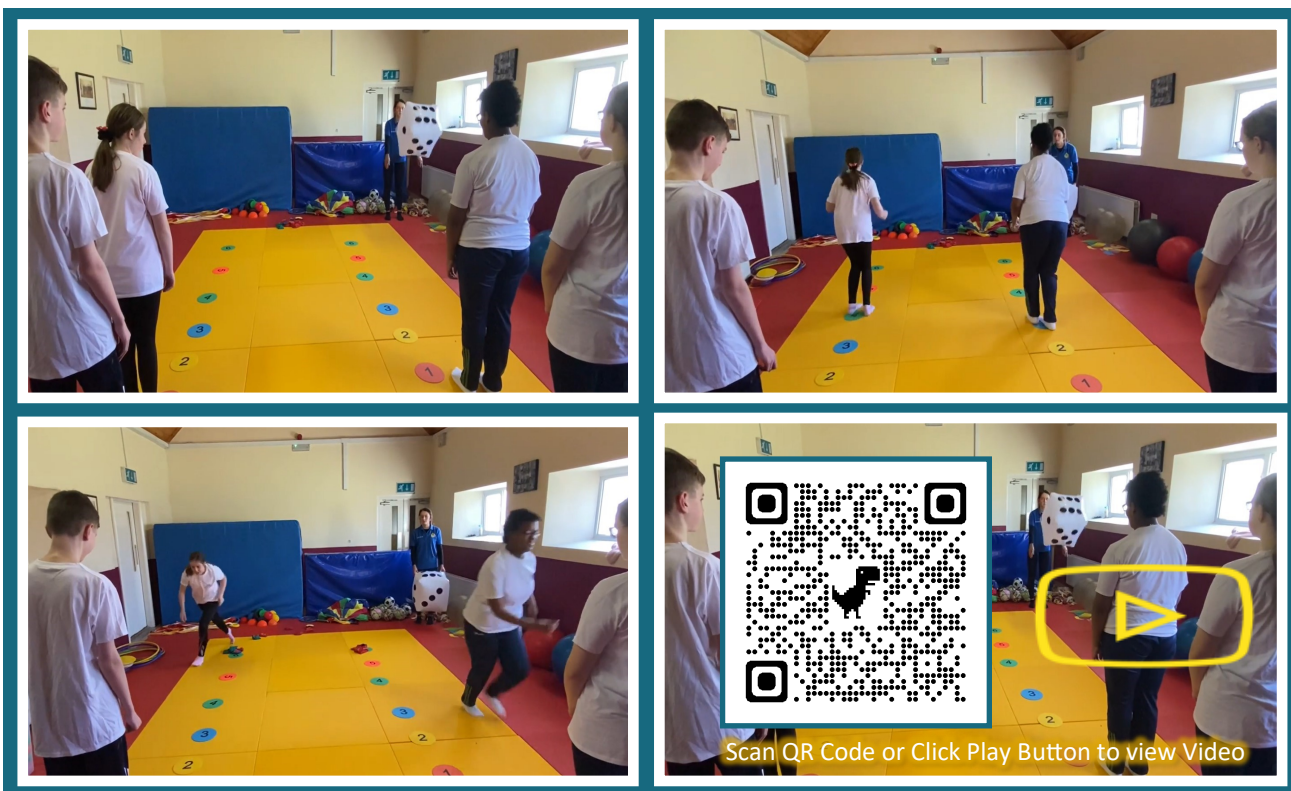
6. Educational Games

This chapter introduces the teachers and students to a selection of educationally focussed games to help with Numbers, Letters, Shapes and Colours - *enjoy!*





Educational Games



Game Name:	BEANBAG RELAY	Educational Subject:	Numbers
Group Size:	6	Level:	Low - but scalable
Game Objective:	Improve number recognition, turn taking, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Inflatable Dice, Numbered Floor Discs, Beanbags		

Game Description:

- 🌀 Numbered floor discs are placed on the floor
- 🌀 Divide students into two groups of three
- 🌀 The first member of each group rolls/throws a large inflatable dice
- 🌀 Whatever number it lands the on, the player has to run to the bucket/pile of beanbags and take out the corresponding number of beanbags and then place them on the corresponding numbered floor disk.
- 🌀 They then return to the next player in line and the process is repeated.

Objective and Benefits of Game:

The game aims to improve number recognition, starting at 1-6 it can then be scaled up to include two dice and expand to 1-12. The game can be further scaled up to include colour and number recognition by matching the colour of the beanbags to match the colour of the floor disk. The game also encourages good turn taking practices and works both the body and the mind.

Educational Games



Game Name:	CIRCLE OF FUN	Educational Subject:	Numbers
Group Size:	6	Level:	Low - but scalable
Game Objective:	Improve number recognition, turn taking, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Inflatable Dice		

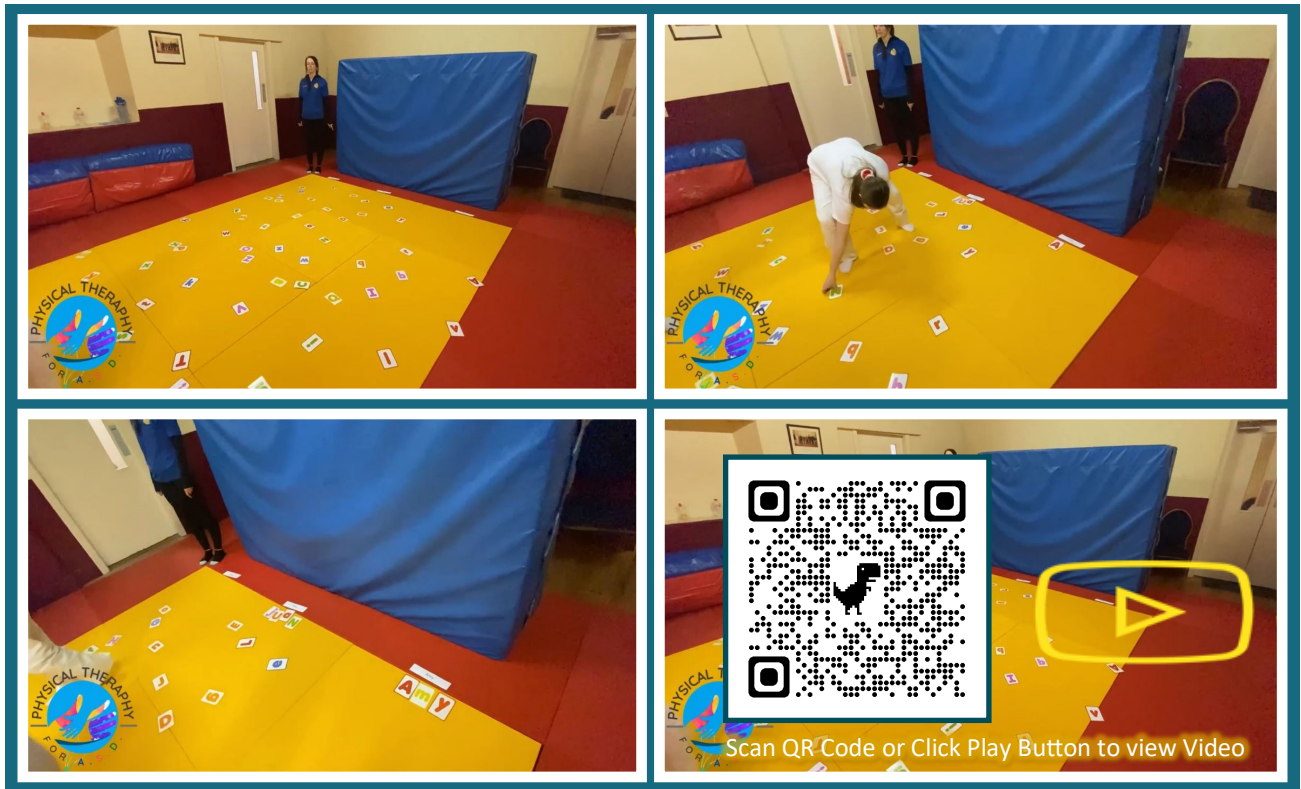
Game Description:

- 🌀 All group members and support members gather in a circle
- 🌀 Each member of the group has a turn to roll/throw a large inflatable dice
- 🌀 Whatever number it lands the on, all the players have to perform that number of a specified activity. Example: jumps, jumping jacks, sit down stand up.....
- 🌀 The team members can choose the activity to be carried out or the support staff can prompt or advise.

Objective and Benefits of Game:

The game aims to improve number recognition and counting as well as physical ability. The game also encourages good turn taking practices and decision making.

Educational Games



Game Name:	WHATS MY NAME	Educational Subject:	Letters
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve letter recognition, spelling, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Letter tiles or cut & laminated letters		

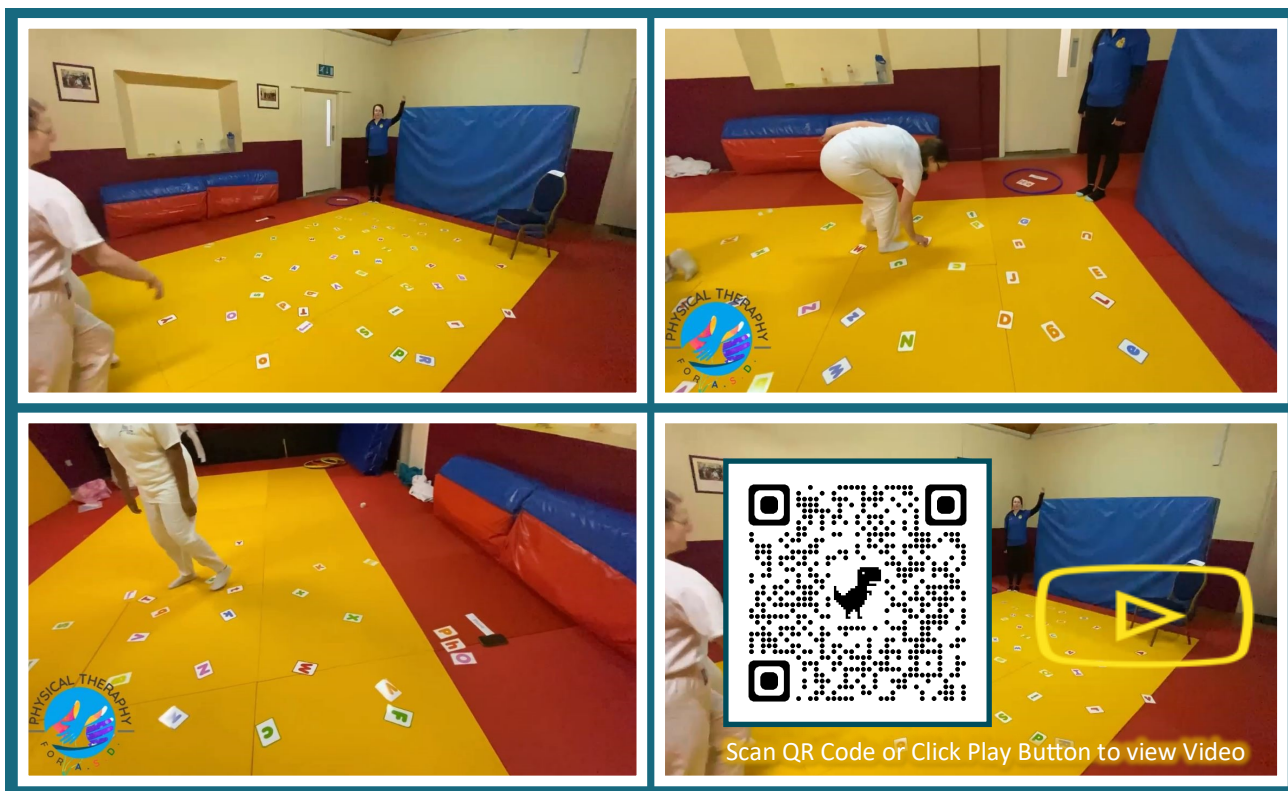
Game Description:

- 🌀 Spread out letter tiles on the floor
- 🌀 Print and cut out the individual names of each of the players
- 🌀 Place the printed name plates on the floor or table
- 🌀 Each player has to find each of the letters of their own name and place it over the corresponding letter on their name plate
- 🌀 The games can be scaled up by using different & longer words
- 🌀 The game can be further scaled up by showing a visual/picture of an object that can be spelled out.

Objective and Benefits of Game:

The game aims to improve letter recognition, name recognition and spelling skills. It is extremely scalable as described above and has both physical and cognitive benefits.

Educational Games



Game Name:	ROOM WORD SEARCH	Educational Subject:	Letters
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve letter recognition, spelling, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Letter tiles or cut & laminated letters		

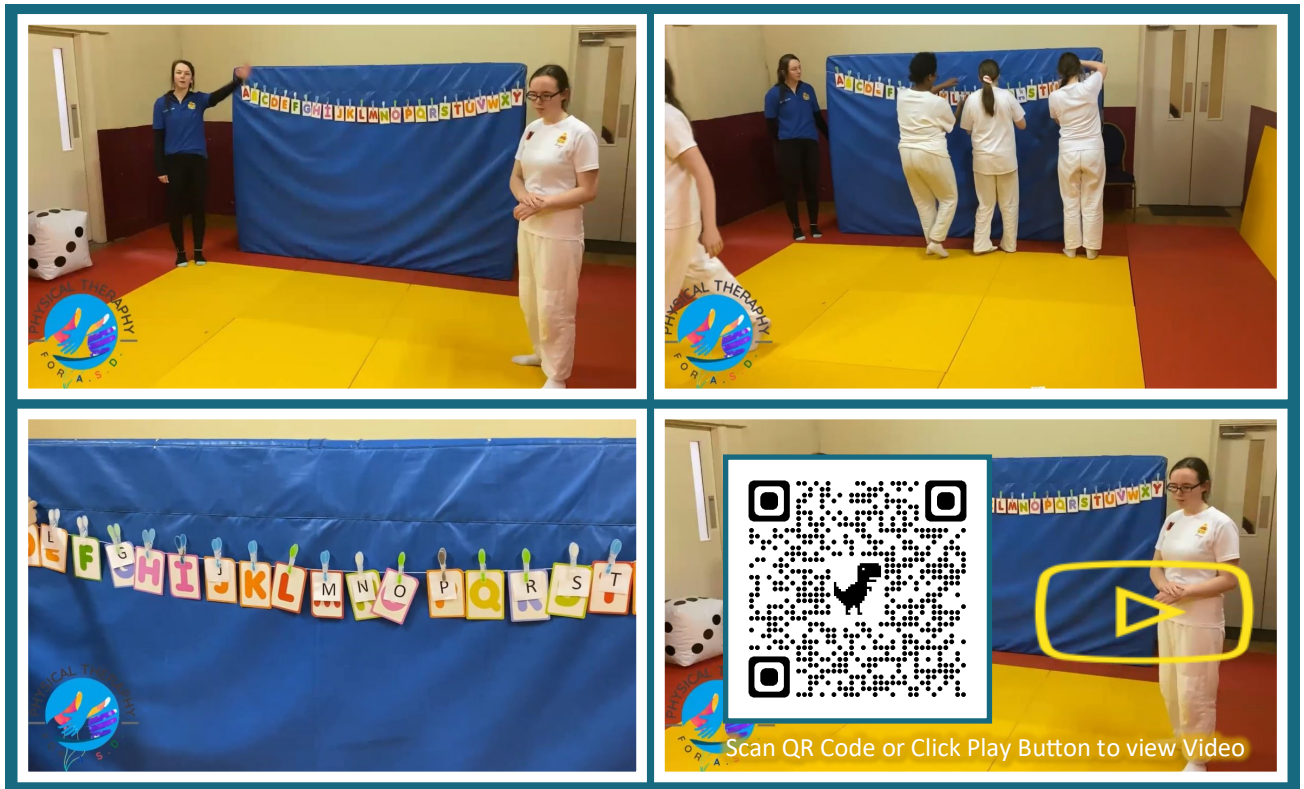
Game Description:

- Spread out letter tiles on the floor
- Print and cut out the names of items in/around the room or plat area
- Place the printed name plates on the items
- Each player has to find the letters to match each item
- The games can be scaled up by using different & longer item words
- The game can be further scaled up by showing a visual/picture of an object that can be spelled out.

Objective and Benefits of Game:

The game aims to improve letter recognition and spelling skills. It is extremely scalable as described above and has both physical and cognitive benefits. It also encourages language development and word association.

Educational Games



Game Name:	LETTER TREASURE HUNT	Educational Subject:	Letters
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve letter recognition, the alphabet, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Letter tiles or cut & laminated letters		

Game Description:

- 🌀 Print out all the letters of the alphabet and peg them in order to a hanging line
- 🌀 Print and cut out the individual Letters
- 🌀 Hide the letters around the classroom/play area
- 🌀 As a team the students have to find each letter and peg it up on the corresponding letter on the hanging line
- 🌀 The games can be scaled up by making the letters more difficult to find

Objective and Benefits of Game:

The game aims to improve letter and alphabet recognition. It also has great physical elements, finding the letters firstly, using a peg to secure the letter which helps with fine motor skills and reaching up to place the letter on the line can improve a range of movement such as reaching and stretching.

Educational Games



Game Name:	SHAPE FINDER	Educational Subject:	Shapes
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve shape recognition, puzzle solving, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Printed & laminated shapes or items of different shapes		
Preparation:	Print/laminate/cut a number of different shapes and place them around the classroom/playroom		

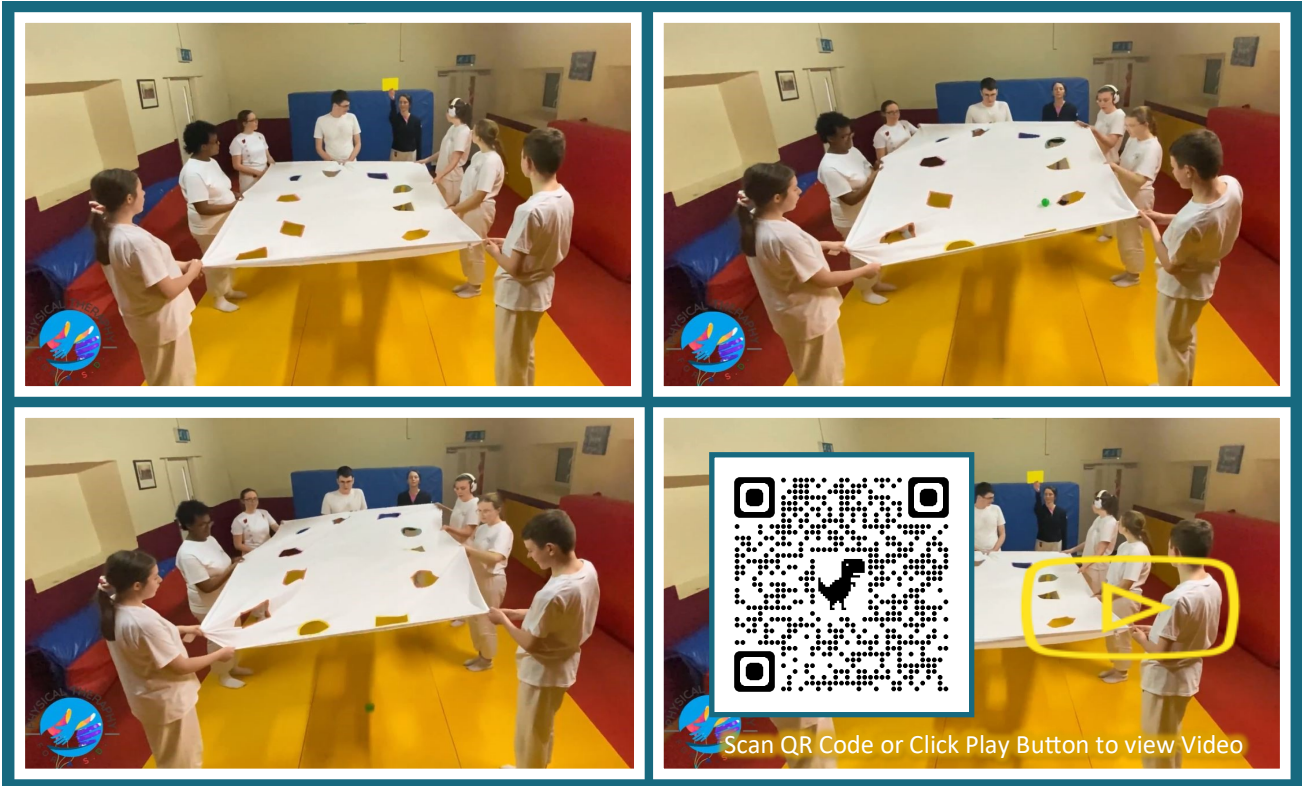
Game Description:

- 🌀 Each player works independently
- 🌀 The teacher calls out a shape description, for example a shape with 3 sides
- 🌀 The players have to find a printed shape or object with 3 sides and place it in a designated area
- 🌀 Repeat with other shape descriptions
- 🌀 The game can be scaled up by making the designated place up high or down low to encourage additional physical movement

Objective and Benefits of Game:

The game aims to improve shape recognition, social interaction and cognitive ability. The additional movement element as described above, can also can improve a range of movements such as reaching, stretching and/or bending.

Educational Games



Game Name:	SHAPE SHEET	Educational Subject:	Shapes/Colours
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve shape recognition, puzzle solving, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	A sheet with shape cut out and colours added, small ball		
Preparation:	Spread out the sheet and have each student hold a corner or side		

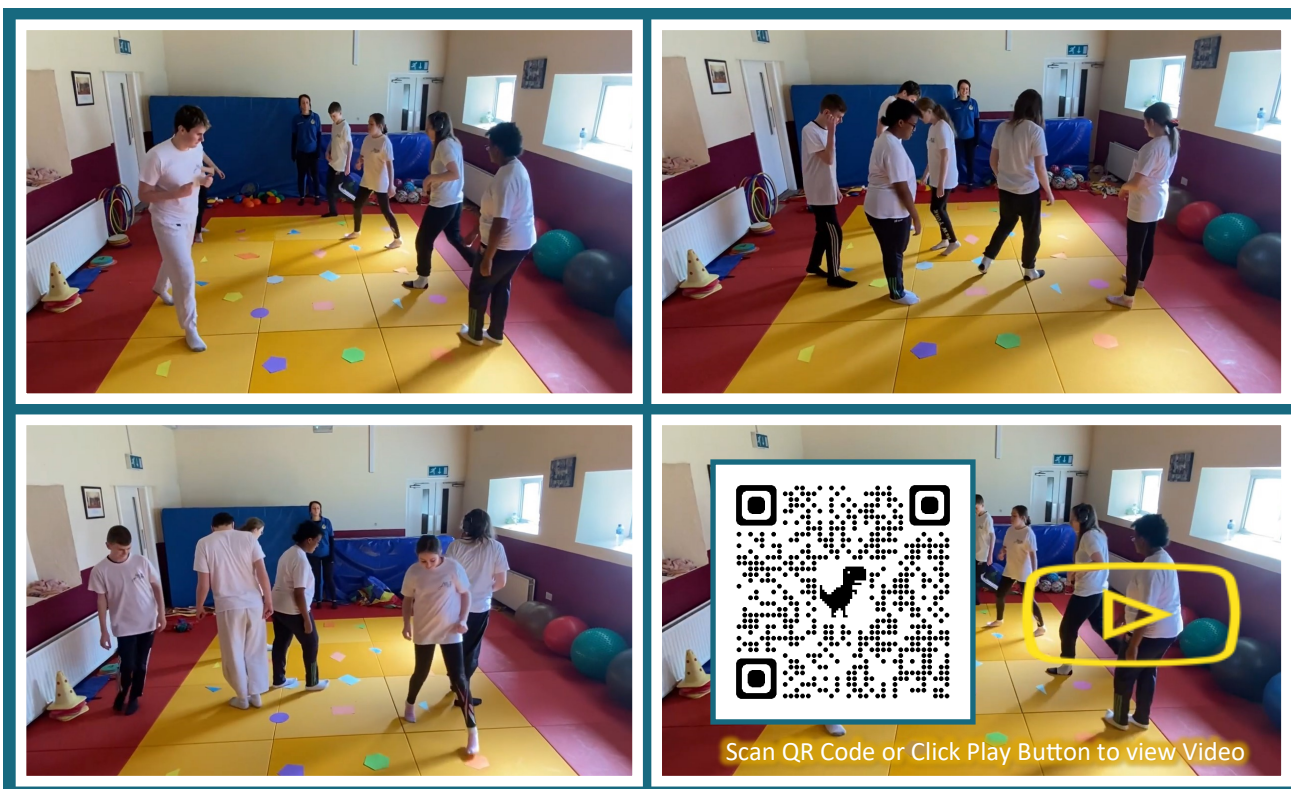
Game Description:

- 🌀 Each player holds a corner or side of the sheet
- 🌀 The teacher will place a small ball in the centre of the sheet
- 🌀 The teacher will then call out a shape by name
- 🌀 The students will then, working as a team try to manoeuvre the ball into the correct shape
- 🌀 The game can be scaled up by called out the shape by description ie. the shape with three sides or no corners

Objective and Benefits of Game:

The game aims to improve shape and colour recognition, social interaction, cognitive ability, hand/eye coordination and teamwork.

Educational Games



Game Name:	SHAPE FINDER 2	Educational Subject:	Shapes
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve shape recognition, puzzle solving, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Printed & laminated shapes or foam/coloured shapes		
Preparation:	Print/laminate/cut a number of different shapes and place them on floor in the play area/hall or playground		

Game Description:

- 🌀 Each player works independently
- 🌀 Players hop/skip/walk/run amongst the shape but do not touch the shapes
- 🌀 The teacher calls out or holds up a shape
- 🌀 The players have to find and stand on or pick up the corresponding shape
- 🌀 The players who do not find a shape to stand on will get a reward – an exercise task
- 🌀 The game can be scaled up by calling out the shape by number of sides etc.
- 🌀 The game can be further scaled up by introducing a colour element – example stand on a red square or yellow circle

Objective and Benefits of Game:

The game aims to improve shape recognition, social interaction and cognitive ability. It is a physical movement game that encourages movement, agility and fun.

Educational Games



Game Name:	COLOUR MATCH	Educational Subject:	Colours
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve colour recognition, physical & cognitive ability		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Colour floor markers		
Preparation:	Spread out the colour markers on the floor of play area/school yard		
Game Description:			

- 🌀 Each player works independently
- 🌀 Players hop/skip/walk/run amongst the colour markers but do not touch the markers
- 🌀 The teacher calls out or holds up a colour
- 🌀 The players have to find and stand on a corresponding colour marker
- 🌀 The players who do not find a colour to stand on will get a reward – an exercise task
- 🌀 The game can be scaled up by asking 2 or more players to stand on the same colour marker. This encourages and promotes physical contact and social interaction
- 🌀 The game can be further scaled up by asking the players to move around in animal poses/movements

Objective and Benefits of Game:

The game aims to improve colour recognition, social & physical interaction and cognitive ability. It is a physical movement game that encourages movement, agility, imagination and fun.

Educational Games



P
T
4
A
S
D

P
A
R
E
N
T

/

T
E
A
C
H
E
R

G
A
M
E
S

H
A
N
D
B
O
O
K



Game Name: COLOUR DASH

Educational Subject: Colours

Group Size: 6

Level: Medium and scalable

Game Objective: Improve colour recognition, physical & cognitive ability

Group Dynamic: Physically mobile – Can follow instructions individually or assisted

Equipment Needed: Colour balls (plastic ball pool balls) coloured hoops, large box

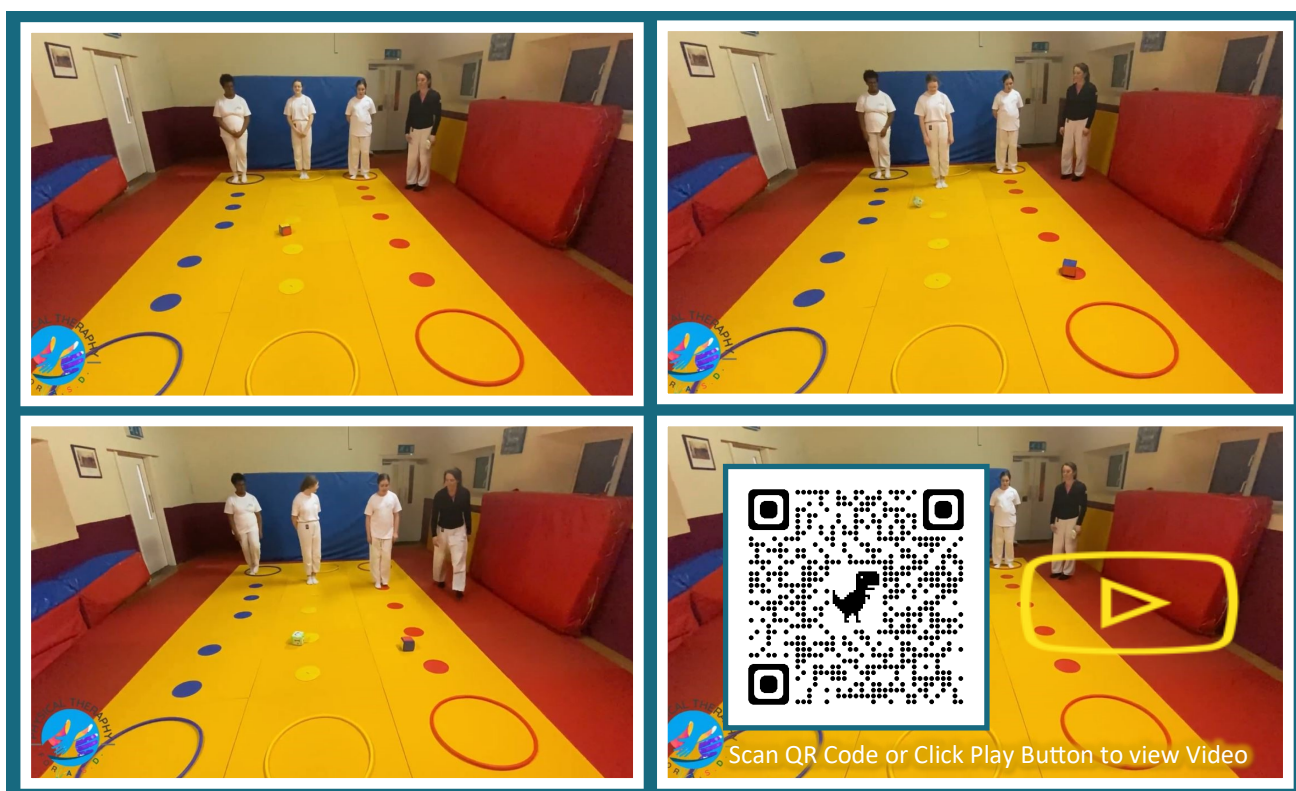
Preparation: Fill one box/bucket with all the different coloured balls

Game Description:

- 🌀 Relay type game
- 🌀 Make two teams of three players in each
- 🌀 First player from each team have to hop/skip/walk/run to the other side of the room and select 1 coloured ball from the master box/bucket
- 🌀 They then hop/skip/walk/run back and place the ball in the box/bucket marked with that colour
- 🌀 This is then repeated by each player in the team until all the balls in the master box/ bucket have been separated into the designated colour box/buckets
- 🌀 This can be a competitive race type game or just a task completion exercise

Objective and Benefits of Game:

The game aims to improve colour recognition, team building skills and physical movement.



Game Name:	COLOUR DICE	Educational Subject:	Colours
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve colour recognition, physical movement, spatial awareness		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Inflatable Dice (with +/- values), hoops, colour square or dice		
Preparation:	Lay out rows of same colour hoops on the floor		
Game Description:	<ul style="list-style-type: none"> The first players line up at the start of the row of hoops The teacher throws the colour square, the colour it lands on determines which player get the opportunity to throw the dice Whatever the dice lands on determines the number of moves the player make If the player throws a positive number then they jump forward that number of hoops If they throw a negative number they will jump backwards that number of hoops The process is repeated as many time as necessary This game can be a competitive type game or a task completion exercise 		

Objective and Benefits of Game:

The game aims to improve colour recognition, physical movement, spatial movement (jump backwards and forwards), coordination, positive and negative outcomes.

Chapter 7

7. Social & Emotional Games

This chapter introduces the teachers and students to a selection of Social, Emotion and Spatial Awareness games - *enjoy!*



Social and Emotional Games



Game Name:	BELLY BALL	Educational Subject:	Spatial & Body Awareness
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve spatial awareness and positioning		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Gym Balls		
Preparation:	Make 3 groups of 2 people		

Game Description:

- Standing facing each other and securing the gym ball between each player
- Players move sideways in a straight line to a designated point ensuring that they don't drop the gym ball
- This game can be scaled by having a number of object (beanbags) that has to be moved from one point to the next

Objective and Benefits of Game:

The game aims to improve spatial awareness, team building skills and physical movement. The players have to be close to each other which helps with personal interaction, they also have to be synchronised in their movements which helps with team building skills and communication.

Social and Emotional Games



Game Name:	RELAY HOP SCOTCH	Educational Subject:	Spatial & Body Awareness
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve spatial awareness and positioning		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Floor marker and beanbags		
Preparation:	Make 2 groups of 3 persons - Lay out 2 lines of floor markers is a 1, 2 sequence		

Game Description:

- 🌀 Player 1 from each team takes a beans bag from the start bucket/box
- 🌀 They hop scotch following the sequence of the floor markers (one leg hop on single markers and jump feet apart for double markers)
- 🌀 When they reach the end, they place the beanbag in the bucket/box on the other end
- 🌀 They then hop/skip/walk/run back and hit the next player in the team
- 🌀 Repeat until all players complete the game
- 🌀 The game can be scaled up by returning with another object and hop scotching back

Objective and Benefits of Game:




This is a complex game that supports children's physical coordination, balance, and cognitive development. From working on midline development (hopping on one foot), body control and muscle strength. This game also provides opportunities for social interactions and turn taking.

Social and Emotional Games



Game Name:	MIRROR ME	Educational Subject:	Spatial & Body Awareness
Group Size:	6	Level:	Medium and scalable
Game Objective:	Improve spatial and body awareness		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	None		
Preparation:	Clear a floor space and spread-out the players		

Game Description:

-  The teacher stands in front of players and performs a number of movements which the players have to copy/mimic
-  Movements can include raise right arm, shake left leg, jump in a circle, hop on one leg while waving with opposite hand, kneel on one knee, make a funny face - The sky is the limit
-  The game can be scaled up by inviting some of the players to be the mirror

Objective and Benefits of Game:

This is a complex game that supports children's physical coordination, balance, and cognitive development. From working on midline development (hopping on one foot), body control and muscle strength. This game also provides opportunities for social interactions and turn taking.

Social and Emotional Games



Game Name:	TOUCH & GRAB	Educational Subject:	Spatial & Body Awareness
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Improve body awareness , listening skills and reaction time		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Beanbags		
Preparation:	Clear a floor space and divide group into pairs		

Game Description:

- Each pair stands or knees opposite each other at approx. 1 metre apart
- A beanbag (or other small item) is placed on the floor in-between the two players
- The leader will call out a body part and each player has to touch that part of their own body. For example Head, Hips, Shoulders, Knees, Toes etc.
- At some stage the leader will say “Grab” a which point the players will try and be the first to pick up the beanbag
- This can be repeated as many times and with as many different players as necessary

Objective and Benefits of Game:

This is a fun game that supports children’s physical coordination, balance, and cognitive development as well as body awareness and improved concentration and listening skills. This game also provides opportunities for social interactions.

Social and Emotional Games



Game Name:	EMOTION CIRCLE	Educational Subject:	Emotional Awareness
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Improve emotional & facial recognition		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Emotion cards or floor disks - music player		
Preparation:	Clear a floor space - arrange emotion cards/disks in a circle on the floor - gather players around the outside of the cards/disk		

Game Description:

- 🌀 When the music starts, all the players move around the outside of the emotion cards/disks on the floor
- 🌀 When the music stops each of the players will stand on the emotion card/disk nearest to them- one person per card/disk
- 🌀 Each person will hold up their emotion card/disk and mimic that emotion facially
- 🌀 To expand the game the players can name and describe the emotion

Objective and Benefits of Game:

This is a fun, yet complex game that aims to support and develop the players understanding of the different emotions. This skill can sometimes be very difficult for some people with autism.

Social and Emotional Games



Game Name: SOCIAL WEB **Educational Subject:** Communication skills

Group Size: 6 - 12 **Level:** Medium and scalable

Game Objective: Improve communication skills

Group Dynamic: Verbally active - Can follow instructions individually or assisted

Equipment Needed: Ball of wool or string

Preparation: Sit group in a circle on the floor or seated around tables

Game Description:

- 🌀 Group leader starts by telling the group their name
- 🌀 Then the group leader will hold the end of the string and pass the ball of string to someone in the circle
- 🌀 That person will tell the group their name and holding the string will pass the ball of string to someone else in the group
- 🌀 This will be repeated until everyone has had a turn
- 🌀 At that stage a social web will be visible to the group
- 🌀 The game can be expanded/continued by sharing other pieces of information about ones self

Objective and Benefits of Game:

This game aims to improve and encourage communication skills within the group. It also helps to improve developing memory, social and motorial skills.

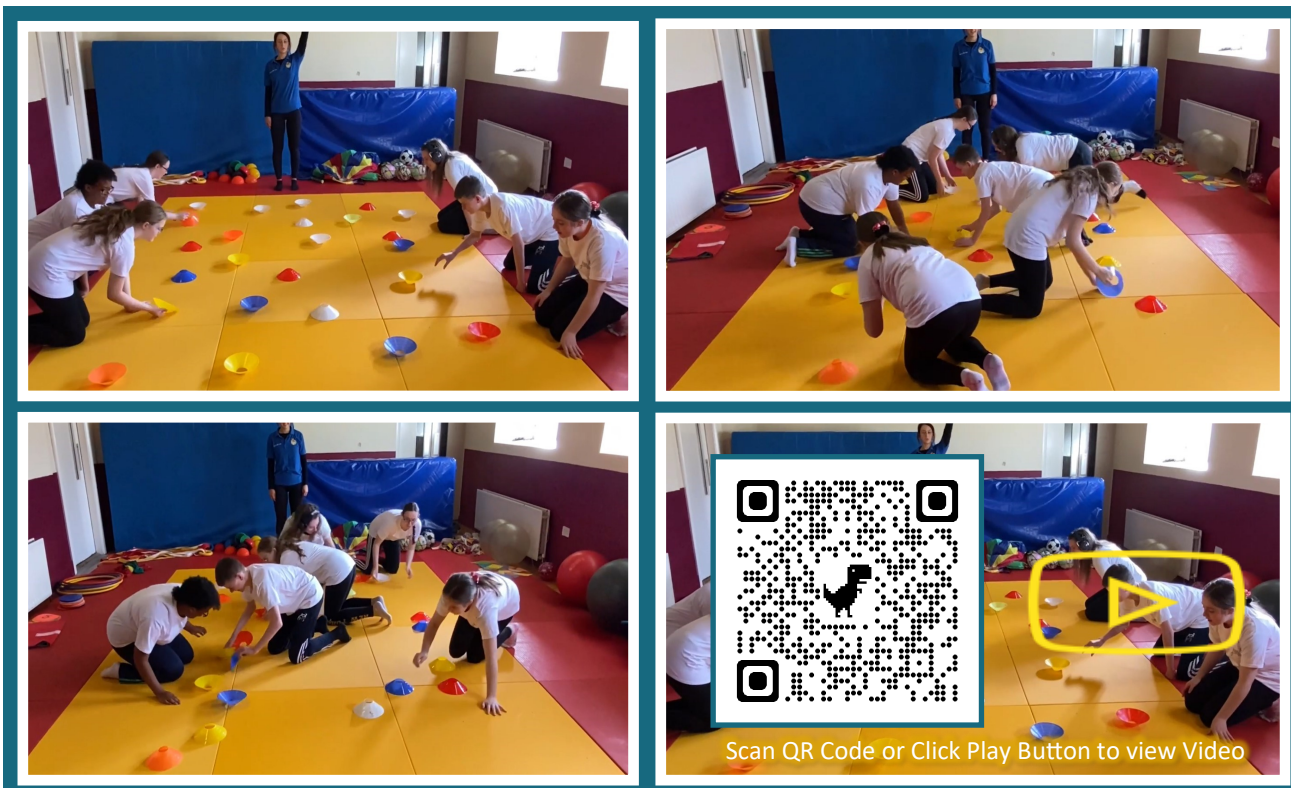
Chapter 8

8. Just for Fun Games

This chapter introduces the teachers and students to a selection of multi skilled games which are just for fun!



Just for Fun Games



Game Name:	CUPS & SAUCERS	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Low and scalable
Game Objective:	Hand-eye coordination - Team building		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Cones		
Preparation:	Clear a floor space and lay out cones, half facing up and half facing down		

Game Description:

- 🌀 Make 2 groups
- 🌀 Group one has to turn over all the cones that are facing up
- 🌀 Group two has to turn over all the cones that are facing down
- 🌀 Set a timer for the game, at the end of time the team with least reversed cones can do 10 jumping jacks (or other exercise/activity)

Objective and Benefits of Game:

This is a simple and fun game that improves physical movement, hand eye coordination, motor skills and team building skills.

Just for Fun Games



P
T
4
A
S
D

P
A
R
E
N
T
/

T
E
A
C
H
E
R

G
A
M
E
S

H
A
N
D
B
O
O
K



Game Name:	CATERPILLAR TAG	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Physical Movement, Agility, Fun		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Hoops		
Preparation:	Select large open space		

Game Description:

- 🌀 Select someone to be the “catcher” and someone to be “releaser”
- 🌀 Players hop/skip/walk/run around the open space
- 🌀 When the catcher tags them, they have to lie on their front on the ground (like a caterpillar)
- 🌀 The releaser places the hula hoop in front of them and they crawl through
- 🌀 They can then rejoin the game
- 🌀 For bigger groups increase the number of catchers and releasers

Objective and Benefits of Game:

This game improves physical movement, social interaction, communication and agility skills, and is incredibly good fun.

Just for Fun Games



P
T
4
A
S
D

P
A
R
E
N
T
/

T
E
A
C
H
E
R

G
A
M
E
S

H
A
N
D
B
O
O
K



Game Name:	JELLY TAG	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Physical Movement, Agility, Fun		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	None		
Preparation:	Select large open space		

Game Description:

- 🌀 Select 2 people to be the starting jelly/catchers
- 🌀 They hold both hands to make a circle
- 🌀 They then chase and catch the other players by looping their arms over the persons head
- 🌀 That person then becomes part of the jelly
- 🌀 As more and more people are caught, the jelly gets bigger
- 🌀 Game is over after a set time or when everyone is in the jelly

Objective and Benefits of Game:

This game improves physical movement, social interaction, communication, agility and team building skills.

Just for Fun Games



P
T
4
A
S
D

P
A
R
E
N
T
/

T
E
A
C
H
E
R

G
A
M
E
S

H
A
N
D
B
O
O
K



Game Name:	STAR FISH	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Physical Movement, Strength/Muscle Development, Fun		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Small hoop, old martial arts belts or ropes, floor markers/hoops		
Preparation:	Select large open space		

Game Description:

- 🌀 Loop all the ropes/old martial arts belts through the centre small hoop
- 🌀 Each player holds both ends of the robe/old martial arts belt
- 🌀 When the start command is given, everyone has to pull on both ends of the belts/ropes
- 🌀 This is a group version of tug of war
- 🌀 To scale up, each player has to stand in a hula hoop or on a floor marker and then everyone has to try and pull the other players from their standing position

Objective and Benefits of Game:

This game improves physical movement, upper body strength, social interaction and communication. Wheelchair users can also play this game with their standing peers.

Just for Fun Games



Game Name:	ANIMAL WALKS	Educational Subject:	Just for Fun
Group Size:	6	Level:	Medium and scalable
Game Objective:	Balance and coordination, physical movement, imagination		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Cones - for start and finish markers		
Preparation:	Select large open space, position start and finish markers		

Game Description:

- 🌀 Select two teams and stand in line one behind the other
- 🌀 The teacher or students will select an animal which they would like to imitate
- 🌀 On the start command the first two players move from the start position to the finish position, imitating the walk/movement of the nominated animal
- 🌀 A different animal can be selected for each new pair of players
- 🌀 Game is complete when all team members have had their turn
- 🌀 The game can be a competitive type race game or a task completion exercise

Objective and Benefits of Game:

This game aims to improve, physical movement, balance, coordination, social interaction, turn taking and team building skills as well as animal recognition and imagination skills

Just for Fun Games



P
T
4
A
S
D

P
A
R
E
N
T

/

T
E
A
C
H
E
R

G
A
M
E
S

H
A
N
D
B
O
O
K



Game Name:	CATCH & RELEASE TAG	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Physical Movement, Agility, Fun		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	None	Preparation:	Select large space
Game Description:	<ul style="list-style-type: none"> Choose who you want to be “It” (the catcher). It can be the teacher, trainer or one of the participants The group will try and avoid being caught by the catcher by running within the assigned area If some one caught they must stand with their feet apart and hands raised in the air To be freed one of the other group players should crawl between the legs (from behind only) this is to avoid clashes from players coming from both sides Once freed the payer can then rejoin the game The game can be expanded by having more than one catcher and setting a time limit to caught as many players as possible The game can be scaled up by using hopping, skipping or jumping as the mode of movement 		

Objective and Benefits of Game:

This game improves physical movement, balance, coordination, general fitness, social interaction, and team building skills.



Game Name: ROLL EXCHANGE **Educational Subject:** Just for Fun

Group Size: 6 - 12 **Level:** Medium and scalable

Game Objective: Physical Movement, Agility, Fun

Group Dynamic: Physically mobile – Can follow instructions individually or assisted

Equipment Needed: Hoops and small balls or beanbags

Preparation: Make groups of 3/4 people

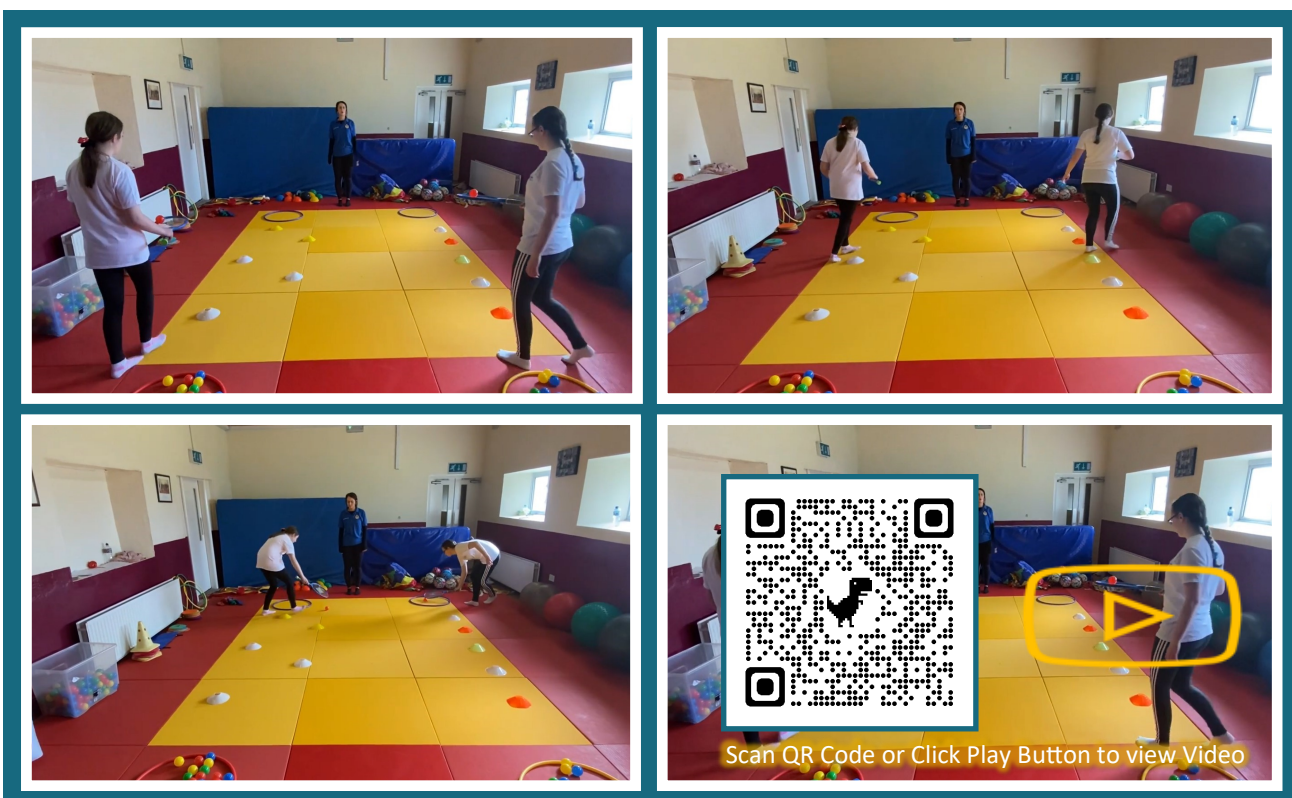
Game Description:

- 🌀 Place 2 hoops on the floor at an agreed distance apart
- 🌀 Fill 1 of the hoops with a set number of balls/beanbags
- 🌀 Player 1 from each group lies on the floor next to the empty hoop
- 🌀 On the start command the player has to roll from the empty hoop to the filled hoop and retrieve 1 item
- 🌀 They then roll back and place that item in the empty hoop
- 🌀 Repeat until all items have been transferred from 1 hoop to the other
- 🌀 It is then the turn of the next player
- 🌀 This can be a competitive race type game or just a task completion exercise

Objective and Benefits of Game:

This game improves physical movement, coordination, general fitness, social interaction, turn taking and team building skills.

Just for Fun Games



Game Name:	THE RACKET RUN	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Physical Movement, Agility, Balance, Coordination, Fun		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Tennis rackets (or similar), small balls, cones or floor markers		
Preparation:	Make groups of 3/4 people depending on group size and available equipment		

Game Description:

- 🌀 Make a number of straight or weaving line of cones on the floor approx. 1 metre apart (number of lines is determined by how many groups you have playing)
- 🌀 The first player will balance a tennis ball on the tennis racket
- 🌀 On the start command, the player will walk through the cones holding the ball on the racket - making sure not to drop the ball
- 🌀 The first player on completion of the track will return to the starting point holding the ball and racket in hand and hand over to the next players
- 🌀 The process is then repeated until all players have had a turn
- 🌀 This can be a competitive race type game or just a task completion exercise

Objective and Benefits of Game:

This game improves physical movement, hand/eye coordination, balance, general fitness, social interaction, turn taking and team building skills.



Game Name:	PLATE EXCHANGE	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Physical Movement, Agility, Balance, Coordination, Fun		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Hoops, round floor markers or plastic plates		
Preparation:	Make groups of 4/6 people depending on group size. Lay out two groups of 4 hoops (making 2 squares of hoops). Establish starting points.		

Game Description:

- 🌀 The groups make lines standing behind each
- 🌀 The first player will have 4 floor markers or plates
- 🌀 On the start command, the first player will run/walk/hop to the hoops and place one plate in the centre of each hoop
- 🌀 They then run/walk/hop back to the team and hi 5 the second/next player
- 🌀 The second player will run/walk/hop to the hoop and pick up the plates one by one and return to the team
- 🌀 The next player will repeat the action of player one
- 🌀 The process is then repeated until all players have had a turn
- 🌀 This can be a competitive race type game or just a task completion exercise

Objective and Benefits of Game:

This game improves physical movement, hand/eye coordination, balance, general fitness, social interaction, turn taking and team building skills.

Just for Fun Games



Game Name:	BALANCE BALL	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Physical Movement, Agility, Balance, Coordination, Fun		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Sticks and Balls		
Preparation:	Clear a space and set up an obstacle course		

Game Description:

- 🌀 Two players have to balance a ball between two sticks
- 🌀 They then tackle the obstacle course ensuring the ball does not fall off
- 🌀 The obstacle course can be as easy or difficult as needed for the target group
- 🌀 With a group of six players, when the first pair have finished they can hand over the sticks and ball to the next two
- 🌀 Repeat until all player have had a turn
- 🌀 This can be a competitive race type game with two teams or just a task completion exercise

Objective and Benefits of Game:

This game improves physical movement, hand/eye coordination, balance, general fitness, social interaction, turn taking and team building skills.



Game Name: APPLE SACK GAME **Educational Subject:** Just for Fun

Group Size: 6 - 12 **Level:** Medium and scalable

Game Objective: Physical Movement, Agility, Balance, Coordination, Fun

Group Dynamic: Physically mobile – Can follow instructions individually or assisted

Equipment Needed: Sacks or large bags, balls and marker cones

Preparation: Clear a space and set up rows of balls one metre apart

Game Description:

- 🌀 Divide group into two teams
- 🌀 Position balls on cones in a line either straight or wavy
- 🌀 The first player from each team will stand in or hold the sack/bag
- 🌀 On the start command the players will jump to each ball position and place the ball in the sack/bag
- 🌀 The next player will take the sack/balls and reposition on the cones
- 🌀 On completion they will pass the empty sack/bag to the next players and the first action is repeated
- 🌀 The games is over when everyone in the team has completed the task
- 🌀 This can be a competitive race type game or just a task completion exercise

Objective and Benefits of Game:

This game improves physical movement, hand/eye coordination, balance, general fitness, social interaction, turn taking and team building skills.

Just for Fun Games



Game Name:	HOOP CHALLENGE	Educational Subject:	Just for Fun
Group Size:	6 - 12	Level:	Medium and scalable
Game Objective:	Physical Movement, Agility, Balance, Coordination, Fun		
Group Dynamic:	Physically mobile – Can follow instructions individually or assisted		
Equipment Needed:	Hoops and Cones		
Preparation:	Clear a space and set up two rows of hoops		
Game Description:	<ul style="list-style-type: none"> 🌀 Divide group into two teams 🌀 On the start command the first player from each team will pick up the first hoop in the row and place it around their waist. 🌀 They will then jump into each of the remaining hoops and place the hoop around their waist onto the cone at the end of the row 🌀 They will then jump back through the hoops and hi 5 the next player in their team 🌀 The next player will repeat the process 🌀 The game complete when all hoops and on the cones and all team members are back at the starting point 🌀 This can be a competitive race type game or just a task completion exercise 		

Objective and Benefits of Game:

This game improves physical movement, balance, general fitness, social interaction, turn taking and team building skills.



ASSESSMENT FORM

Assessment sheet—inspired by the socially savvy checklist (Ellis & Almeida, 2015)

During each of the games, certain behaviours may be observed in children with ASD.

This assessment sheet may be of help when establishing a baseline of certain behaviours portrayal, as well as following improvement. In each of the instances of observation, you may enter the date and a scale from 0 (meaning not at all) to 5 (completely), rate presence of each of the behaviours. The sheet may be supplemented with additional behaviours that may be observed as important for each individual child.

Observed behaviour	1	2	3	4	5
Uses eye gaze to establish or maintain contact with another person					
Follows eye gaze to object					
Plays for at least five minutes with peers					
Shares toys when asked					
Sustains attention until completion of a game					
Stops action when requested					
Accepts losing or getting called “out”					
Demonstrates flexibility in changing games and rules					
Asks for additional explanations when not clear on the rules					
Reacts adequately when making a mistake themselves or by others					
Avoids perseveration on a topic					
Addresses an emotion they experience					
Addresses someone else’s emotion					
Asks questions about others					
Regulates body language towards others when interacting					
Initiates non-verbal communication (e.g. high-five, fist-bump etc.)					





“Physical therapy as a tool for developing social-emotional, non-verbal communication and relationships skills of youngsters with ASD “



TURKEY - IRELAND - SPAIN - DENMARK - SERBIA - GREECE

WWW.PT4ASD.COM

PT4ASD

An Erasmus+ Project of the European Union



Erasmus+