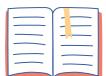


Higher or Lower Team Play – Levels A - B

PLAY

To support early decision-making, joint attention, and emotional resilience through a simple group prediction game that celebrates effort and participation.



Learning Intentions

Students are working towards:

Participating in a shared group routine with adult support

Making a simple choice or prediction

Experiencing positive responses to both success and mistakes



Success Criteria

Students demonstrate success when they:

Indicate a choice (higher or lower) using words, gestures, pictures, or AAC

Attend to the group celebration or challenge in their own way

Remain engaged and regulated when outcomes change



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PLAY

Duration: 3 - 5 minutes (short, predictable rounds)

Objective

To support early decision-making, joint attention, and emotional resilience through a simple group prediction game that celebrates effort and participation.

Players

Small group, whole class, or 1:1 with an adult
(Group size adjusted based on student needs)

Materials

- Deck of playing cards (number cards only recommended)
- Visual supports for “higher” and “lower” (found in PDF resource)
- Optional coloured cards, arrows, or symbols
- Floor space or seated arrangement

Setup

1. Print and cut out the higher and lower visual cards.
2. Sit or stand students in a clear, defined space where everyone can see the playing cards.
3. Introduce two clear choices using visuals: “higher” and “lower.”
4. Model each choice clearly before starting.

Gameplay / Activity Steps

Step 1: Show the First Card

- The teacher places one of the numbered playing cards face up where all students can see.
- The teacher names the number aloud and may count it together with students.

Step 2: Make a Prediction

- The teacher asks, “Higher or lower?”
- Students indicate their choice using:
 - Pointing to the higher or lower visual card
 - Thumbs up or down
 - Vocalising their choice
 - Using AAC



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Step 3: Reveal the Next Card

- The teacher reveals the next card and names the number.
- The teacher clearly states the outcome, for example, “It was higher.”

Step 4: Respond Together

- Regardless of correct or incorrect guesses, celebrate all efforts of joining in the game. You can say “better luck for the next one” if any student didn’t guess right or “well done! Try and guess the next card.”

Step 5: Repeat

- Play for a small number of rounds only, stopping while engagement is high.

Celebration Examples

Celebrations:

- Gentle clapping
- Thumbs up
- Smiling and cheering

Challenges:

- Three group claps
- One big stretch
- Making a silly face together

Reflection

Using visuals, gestures, or AAC, prompt gently:

- “Did we choose well?”
- “Did we play together?”

Teachers may narrate reflection if students are not yet able to respond.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Add movement such as jumping, spinning, or marching during celebrations
- Use large cards for visual engagement
- Allow students to stand or move while predicting



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For sensory-sensitive learners:

- Play seated
- Use quiet celebrations instead of cheering
- Reduce visual and noise input
- Allow students to observe before joining

AAC and Communication Supports

- Provide AAC buttons such as "higher," "lower," "again," "finished"
- Use visual choice boards with two options only
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently during the activity



For Wheelchair Users / Accessibility

- Display cards at eye level or on a table
- Use arm raises, clapping, or tapping instead of full-body movement
- Predictions can be shown using cards, switches, or AAC

Notes for Inclusion

- Participation may include choosing, observing, or responding with support
- There is no pressure to be "right"
- Adults scaffold emotional responses to mistakes positively
- Celebrate effort, attention, and group participation equally
- Keep language simple, tone calm, and routines predictable



VISUAL CARD

PRINT AND CUT OUT THE CARDS. SHOW THE FIRST NUMBER CARD, THEN ASK STUDENTS TO CHOOSE HIGHER OR LOWER. REVEAL THE NEXT CARD AND CLEARLY NAME THE OUTCOME. CELEBRATE EVERY ATTEMPT AND REPEAT FOR A FEW SHORT ROUNDS.

