

# Rock, Paper, Scissors (Levels A-B)

# PLAY

To build early social-play skills through a simplified version of Rock, Paper, Scissors using visual cards, gestures, and supported hand movements in a joyful, low-pressure routine.



## Learning Intentions

### Turn-Taking:

Students will practise simple turn-taking by choosing or showing an action.

### Social Interaction:

Students will engage alongside a partner, noticing their actions and celebrating together.

### Confidence Through Play:

Students will attempt actions or choices in a supported, playful environment.



## Success Criteria

Students attempt to show or select Rock, Paper, or Scissors using hands, visuals, or AAC.

Students participate in turn-taking with a partner or adult.

Students show enjoyment, smiling, looking toward their partner, vocalising, or celebrating.



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**Duration:** 5 - 8 minutes

## Objective

To build early social-play skills through a simplified version of Rock, Paper, Scissors using visual cards, gestures, and supported hand movements in a joyful, low-pressure routine.

## What You Need

Large visual cards for: (found in PDF resource)

- **Rock** = closed fist or rock symbol
- **Paper** = flat hand or sheet symbol
- **Scissors** = two fingers or scissors symbol

Optional tactile versions for sensory seekers (smooth rock shape, paper texture, plastic scissors)

- AAC devices with symbols for: "rock," "paper," "scissors," "my turn," "your turn," "win," "draw," "happy," "more"

## Setup

1. Print and cut out the Rock, Paper and Scissors visual cards (one set per student)
2. Students sit or stand in pairs or beside a staff member.
3. Teacher demonstrates each action slowly using visuals and gestures:
4. • Rock → closed fist
5. • Paper → flat hand
6. • Scissors → two fingers
7. Provide alternative whole-body versions:
8. • Rock → stomp
9. • Paper → arms wide
10. • Scissors → peace sign or two arm cuts
11. Place the three visual cards in front of each student.

## Gameplay

### Step 1: Learn the Actions

Teacher models each action clearly and encourages students to copy:

"Rock."

"Paper."

"Scissors."

Accept partial or approximate attempts.



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## Step 2: Call and Show

Use a slow, predictable chant:

"Rock... Paper... Scissors... Show!!"

On "Show," both students in the pair choose an option by:

- making the relevant hand sign they wish to show
- pointing to the picture card or picking up the picture card
- tapping the AAC symbol
- using a whole-body gesture

## Step 3: Supported Results

At Levels A-B, focus is on recognising choices, not competitive outcomes.

Teacher responds warmly:

"You chose ROCK!"

"You chose PAPER!"

"You both chose the same!"

"Great choosing!"

If appropriate, you may briefly introduce the rule ("Paper covers rock") but avoid placing pressure on accuracy.

## Step 4: Celebrate Together

Students and teachers clap, smile, cheer, or tap hands.

Encourage partners to celebrate each other's choices, not wins.

## Step 5: Play Again

Repeat the chant and selection 3 - 5 times.

Students may switch partners if they are regulated and comfortable.

## Debrief / Reflection

Use visual support and one question at a time:

- "Which action did you like best?" (show the 3 cards)
- "Show me Rock!!"
- "Do you want to play again?" (yes/no visuals)

Celebrate all responses, eye gaze, gesture, sound, AAC.



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## Sensory-Seeking Learners Variation

### 1. Add Movement to Each Action

- Rock → big stomp or heavy push on knees
- Paper → wide arm stretch
- Scissors → two-arm cutting motion

Helpful for students who regulate through big movements.

### 2. Use Tactile Props

Let students choose by touching:

- smooth rock
- piece of paper
- foam/plastic scissors

Students may hold the item to indicate their choice.

### 3. Add Rhythm

Use tapping or drumming:

- 1 tap = Rock
- 2 taps = Paper
- 3 taps = Scissors

Students who prefer auditory cues can respond to rhythm.

### 4. Regulation Support

Before each turn, allow a sensory break:

- wiggle
- deep pressure
- wall push
- squeeze ball

Then rejoin the chant.

## AAC-Specific Supports

### 1. Prepare AAC Pages

Include high-frequency symbols:

- rock
- paper
- scissors
- more
- stop
- finished
- my turn / your turn
- happy
- same



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## 2. Model (Aided Language Input)

Teacher taps symbols while speaking:

"Rock."

"Paper."

"Scissors."

"My turn."

"Your turn."

"Happy!"

## 3. Choice-Making

Offer binary choices for emerging communicators:

"Rock or paper?"

"Paper or scissors?"

..... Students respond by pointing, eye gaze, or AAC activation.

## 4. Supported Play

Students may use AAC exclusively instead of hand signs:

Select → "Rock!"

Partner selects → "Paper!"

The teacher narrates the interaction.

## 5. AAC Reflection

Model end-of-game expressions:

"I like rock."

"More play."

"Finished."

"Happy!"

Any activation, partial, slow, approximate, is treated as successful communication.





# VISUAL SUPPORT CARDS

PRINT AND CUT OUT THE VISUAL SUPPORT CARDS TO GUIDE STUDENTS THROUGH THE GAME. MODEL EACH ACTION CLEARLY, THEN HAVE STUDENTS PLAY IN PAIRS.



ROCK



PAPER



SCISSORS

