

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.

