

# Rock, Paper, Scissors - Levels F-3

# PLAY

To develop social interaction, fairness, and resilience while strengthening peer relationships through a playful and competitive game.



## Learning Intentions

Practise taking turns and following clear rules in a structured game.



Strengthen social connections by playing fairly with different partners.

Build resilience through handling winning and losing in a positive way.



## Success Criteria

I can correctly use the hand signals for Rock, Paper, and Scissors.



I can play fairly by taking turns and following the rules.

I can celebrate results and show respect to my partner, win or lose.



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**Duration:** 5–10 minutes

## Objective

To develop social interaction, fairness, and resilience while strengthening peer relationships through a playful and competitive game.

## Gameplay

1. Students pair up and face each other.
2. Together, they chant: “**Rock... Paper... Scissors... Go!**”
3. On **Go**, each student chooses one of the three hand signals:
  - **Rock** = closed fist
  - **Paper** = flat hand
  - **Scissors** = two fingers out
4. Apply the rules:
  - Rock beats Scissors
  - Scissors beat Paper
  - Paper beats Rock
  - Same = Draw
5. Students cheer their partner and play again.
6. Rotate partners after 3–4 rounds to build connections across the group.

## Debrief

Reflect on fairness, respect, and resilience.

Prompts:

- “What did you enjoy most about the game?”
- “How did you feel when you won or lost?”
- “Why is it important to play fairly and encourage your partner?”

## Variations

**Classroom Edition:** Run a mini round-robin tournament where students record their wins/draws/losses.

**Fitness Edition:** After each round, the winner does 2 star jumps and the other player does two squats.

**Team Edition:** Two teams play at once. Each pair scores a point for their team, and scores are totalled.



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**Grand Master Edition:** The teacher stands out the front with the class in one single line facing the teacher approx 15-20 meters away. Teacher chants R, P, S and on “Go” they hold up their selection, at the same time every student makes their selection, if the student’s individual choice would have beaten the teachers choice they take one step towards the teacher, if they made the same choice they stay where they are and if their choice would have lost to the teacher’s choice they take a step backwards. The first student to cross the line where the teacher is standing wins.

## For Wheelchair Users / Accessibility

- Use **large printed cards** (Rock, Paper, Scissors) if fine motor skills are a challenge.
- Encourage **whole-body gestures**:
  - Rock = stomp
  - Paper = arms wide
  - Scissors = peace sign with arms
- Allow the game to be played seated or with adapted signals.
- Peers are encouraged to use the adapted version to support inclusion.

## Notes for Inclusion

- Model slowly and clearly before full play.
- Pair students thoughtfully to support confidence and success.
- Reinforce encouragement, respect, and connection over competition.



# 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.

