

Tic Tac Toe Ten - Levels A - B

GRATITUDE

To support early numeracy, cooperation, movement, and positive self-awareness through a simplified game that combines numbers, turn-taking, and gentle reflection.



Learning Intentions

Students are working towards:



Participating in a shared turn-taking game with adult support

Exploring numbers and simple counting experiences

Engaging in positive movement and reflection within a safe, structured routine



Success Criteria

Students demonstrate success when they:

Take turns rolling the dice or placing a number with support

Engage with numbers by counting, matching, or recognising amounts

Participate in a movement or reflection moment in their own way



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Duration: 5 - 8 minutes

Objective

To support early numeracy, cooperation, movement, and positive self-awareness through a simplified game that combines numbers, turn-taking, and gentle reflection.

Players

1 - 2 students with an adult, or small supported groups
(Adult facilitation throughout)

Materials

- One six-sided dice (large foam dice preferred)
- A 3×3 tic-tac-toe grid on paper, whiteboard, or table mat
- Pencils or markers
- Optional number cards (1–6)
- Optional visuals for movement and feelings

Setup

1. Prepare a visible 3×3 grid in an accessible position.
2. Sit students comfortably around the grid.
3. Explain the game using simple language, for example:
4. "We roll, we place, we take turns."
5. Model one full turn slowly.

Gameplay / Activity Steps

Step 1: Roll the Dice

- A student rolls the dice, or an adult rolls for them.
- The number is named aloud and counted together using fingers or objects.

Step 2: Place the Number

- With support, the number is written, placed as a number card, or represented with dots in one of the squares on the grid.
- Students may choose where to place the number by pointing or eye gaze.



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Step 3: Take Turns

- Another student takes a turn. Repeating the above step.
- Adults support waiting, watching, and turn-taking.

Step 4: Counting Together

- Instead of aiming for exactly ten, adults guide students to:
 - Count numbers in a row, or
 - Notice when there are “three in a row,” or
 - Count totals together without expectation of accuracy

Step 5: Finish the Round

- When the grid is full or attention drops, the round ends.
- Adults celebrate participation rather than outcomes.

Movement and Reflection (Simplified)

After each short round, choose one option:

Movement Option

- Students choose or are guided to do one simple movement:
 - Clapping
 - Arm raises
 - Stretching
 - Seated marching

Reflection Option

Using visuals, gestures, or AAC:

- “Show me your favourite number.”
- “Did you like to roll the dice?”
- “Who did you play with?”

Adults may narrate responses if needed.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Use large dice with weight
- Add movement after every turn
- Allow counting with whole-body actions (jumping, tapping)



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For sensory-sensitive learners:

- Use quiet dice or number cards instead of rolling
- Reduce the grid to 2x2
- Offer 1:1 play with an adult
- Keep movement slow and predictable

AAC and Communication Supports

- Provide AAC buttons such as “my turn,” “roll,” “number,” “again,” “finished”
- Use visual turn cards (my turn / your turn)
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently during play

For Wheelchair Users / Accessibility

- Use tabletop or digital grids at eye level
- Replace movement with accessible actions such as arm lifts, shoulder rolls, or clapping
- Dice rolling can be replaced with number selection or switch-activated dice

Notes for Inclusion

- Participation may include observing, choosing, counting, or placing one number only
- Adults scaffold all numeracy and reflection language
- Accuracy is not required for success
- Celebrate engagement, effort, and shared attention equally
- Keep the tone calm, playful, and encouraging

