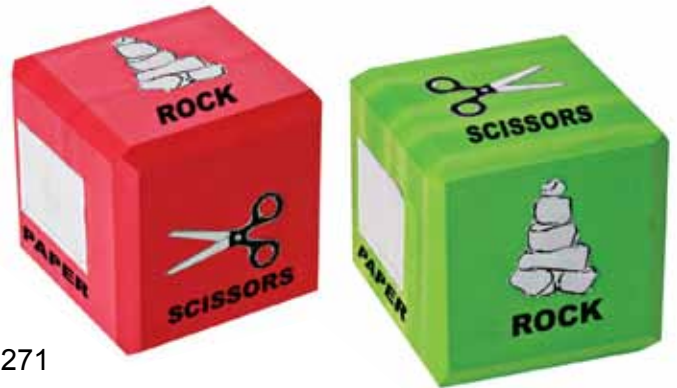


## Rock Paper Scissors Blocks



Item #18271

- **Overview.** A fun way to resolve conflict, make decisions, choose sides and more! It's a new twist to the old favorite game of rock-paper-scissors, now on blocks. Kids roll the blocks to help them effectively come to conclusions for a variety of situations. Set of two colored 4"-square foam blocks. Each features two picture sides with rocks, two with paper, and two with scissors.
- **What Are the Educational Applications?**
  - No matter what activity you play with your students, it will most likely involve some decision-making. Frequently, the most fair and simple method for decision-making is to do the rock-paper-scissors method because the subjective piece of the puzzle is eliminated. By using an objective model, students spend more time being active and playing and less time arguing over arbitrary issues. The blocks can also be used as an alternate piece of equipment for pre-existing games.
  - When paired with a standard block, the Rock Paper Scissors Blocks can be used to promote cross-curricular math lessons that are sure to engage your students.
  - Fairness and respecting others are common themes in any type of activity or life setting. Exposing students to decision-making options that are non-threatening and objective helps build tolerance and a better environment for all parties involved. Rock Paper Scissors Blocks allow the instructor to develop best practices that promote such pillars of character.
- **How Can I Use This Product With My Students?**
  - **Where:** Can be used indoors or outdoors.
  - **Age:** Appropriate for a variety of ages.
  - **Group Size:** As dictated by activity.
  - **Basic Skills Needed:** Appropriate for a variety of skill levels. Should be used with activities that are age appropriate.
- **Set Up/Instructions.** Go over the traditional rules and their logic with students.
  - Rock beats scissors ("rock crushes scissors").
  - Scissors beat paper ("scissors cut paper").
  - Paper beats rock ("paper covers rock").

### The Games/Activities

- **Activity #1: Who Goes First?**

When two students both want to be first in line, each one takes a turn rolling the blocks. Use traditional rock-paper-scissors rules to help decide who gets to go. If there is a tie, re-roll.
- **Activity #2: Move By Roll**
  - a. **Objective:** Students move around the corners of the playing field.
  - b. **Set Up:** Prior to play, each symbol is designated for a different locomotor movement such as rock = run, paper = gallop, and scissors = skip.
  - c. **How to Play:** Each time a student reaches a corner, s/he rolls the block and the outcome rolled determines how s/he moves to the next corner.

• **Activity #3: Roll a Pattern**

- a. Objective: To perform an exercise based upon the roll of the die.
- b. Set Up: Divide students into groups of three. Designate each symbol with an exercise such as rock = jumping jack, paper = push-up, and scissors = sit-up.
- c. How to Play: Each student takes a turn rolling the block and performs the exercises in the order that correspond with the rolls. The pattern is repeated a predetermined amount of times, such as three.
- d. Extensions:
  - Extend the number of rolls for components in the pattern to be performed.
  - Change the exercise associated with the symbol for each new pattern created.

• **Activity #4: Roll a Station**

- a. Objective: To move to a station and perform the selected activity.
- b. Set Up: Set up three quick exercise or quick activity stations that students can do individually. Assign each station as “rock,” “paper,” or “scissors” and repeat assignment for the two other stations.
- c. How to Play: Start groups of students at each area. After the student finishes the station, s/he runs to the center of the play area and rolls the Rock Paper Scissors Block to see which station they go to next.

• **Activity #5: Stop and Go Laps**

- a. Objective: To move to the next corner based upon whether they win at the Rock Paper Scissors game.
- b. Set Up: The class spreads out equally into four corners of the running area.
- c. How to Play: The first student in each group will run/jog or perform any other designated locomotor movement to the next corner. Once at the next corner, the student must roll a Rock Paper Scissors Block and compare the outcome of their roll with the next student in line, using traditional rock-paper-scissors rules that will decide who gets to move to the next corner. If the current jogger/runner student does not win the roll, they go to the back of that corner’s line. After a designated amount of time, students stop movement and instructor determines who has the highest number of laps.
- e. Extensions:
  - Instead of the winner of the roll getting to move, the student who does NOT win the roll gets to progress to the next corner; and the winner goes to the back of the line.
  - Using the data provided for completed laps, have students calculate average, mean, median, mode, range, etc.

• **Activity #6: Pass It On**

- a. Objective: To perform an activity based upon the roll of the Rock Paper Scissors die and a normal die will determine the number of times one does the activity.
- b. Set Up: Put students into pairs. Designate two symbols as a type of basketball pass such as rock = chest pass, paper = bounce pass, scissors = roller’s choice.
- c. How to Play: Have one partner roll a regular die along with a Rock Paper Scissors Block. Whatever the number lands on is how many of the type of basketball pass the pair must complete before rolling again.
- d. Extensions:
  - Students record the results and see how quickly they can reach a certain total number.
  - Students record the results and find the average amount of passes for each type.
  - Before the game starts, students estimate how many of each pass they will do, record during the game results, and analyze the data afterward.
  - Use volleyball passes as a variation: designate two symbols as a type of volleyball pass such as rock = bump, scissors = set, and paper = roller’s choice; and proceed with the rules above.
  - Use baseball throws as a variation: designate two symbols as a type of baseball throw such as rock = overhand, scissors = underhand, and paper = roller’s choice; and proceed with the rules above.

• **Safety Issues & Concerns**

- Make sure to roll, not throw the dice.
- Do not aim the dice at other students.

### Meets These NASPE Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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