

Colour Corners (Levels A-B)

PLAY

To support colour recognition, simple decision-making, and safe movement through a playful matching game using coloured corners of the room.



Learning Intentions

Follow Simple Directions:

Students will explore responding to one-step instructions such as "Go to red" or "Find blue."

Practise Colour Recognition:

Students will match colours using visuals, movement, or pointing.

Move Safely and With Joy:

Students will participate in moving or indicating colours in a shared space, building confidence and engagement.



Success Criteria

Students attempt to move toward, touch, or point to the correct colour when prompted.

Students make a colour choice using visuals, gesture, movement, or AAC.

Students show engagement, looking toward the corner, smiling, vocalising, or joining the group movement.



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PLAY

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Duration: 5 minutes

Objective

To support colour recognition, simple decision-making, and safe movement through a playful matching game using coloured corners of the room.

What You Need

Four coloured mats, cones, or large coloured spots (red, blue, green, yellow)
Colour cards (red, blue, green and yellow) (found in PDF resource)
AAC devices with symbols for colours and core words ("go," "stop," "red," "yellow," "blue," "green," "more," "finished")

Setup

- 1. Print and cut out the 4 colour cards
- 2. Place one colour mat/cone/spot in each corner of the room.
- 3. Provide clear pathways for wheelchair users and students needing extra space.
- 4. Teacher models going to one colour:
"This is RED. Watch me go to RED."
- 5. Provide colour cards for students who prefer pointing instead of moving.

Gameplay

1. Show or Say the Colour

Teacher calls a single colour using voice + visual card support (if using):
"RED!" (show red card) and move to the corner with the red mat/cone/spot.
"BLUE!" (show the blue card) and move to the corner with the blue mat/cone/spot.
Keep instructions brief and clear.

2. Students Move or Point

The teacher calls out a colour and holds up the same coloured card.
Students move or point to the correct relevant corner where the same coloured mat/cone/spot is situated.

Students may respond by:

- walking or rolling to the colour corner
- crawling or tiptoeing (if appropriate)
- touching a coloured object that is the same colour



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- selecting the colour on AAC
- looking toward the corner

All responses count.

Adults support safe movement and assist with guiding direction if needed.

3. Optional - Create a sequence

The teacher now holds up two different colours and verbalises two different colours in an order (eg, Red into Blue). The student attempts to move towards the first corner and touches the mat/cone/spot and then moves to the second correct corner in the sequence.

4. Celebrate Participation

Teacher says:

“You found RED!”

“Great matching!”

“You made the colour sequence!”

Encourage peers to cheer or clap gently.

5. Repeat 3 - 4 Rounds

Use slow pacing to support processing.

Mix colours in different orders to keep interest high.

Optional Supported Choice Round

Teacher asks:

“Which colour do YOU want?”

Students choose by:

- pointing
- selecting AAC
- reaching
- moving toward a chosen corner

Everyone follows that student's choice together, fun group bonding moment.

Debrief / Reflection

Use visuals and simple questions:

- “Point to the colour you liked best: red, blue, green, or yellow?”
- “How did moving make you feel?” (happy/calm/excited visuals)
- “Do you want to play again?” (yes/no)

Any gesture, look, or AAC response is celebrated.



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Sensory-Seeking Learners Variation

1. Add Movement Before Reaching the Corner

- jump
- stomp
- flap arms
- wiggle
- big stretch

2. Use Textured Colour Mats

- fuzzy red
- smooth blue
- bumpy green
- shiny yellow

Students can match by touch or sight.

3. Multi-Sensory Inputs

Pair each colour with a sensory cue:

- Red = drum tap
- Blue = gentle swish of scarf
- Green = shaker sound
- Yellow = bell ring

Great for auditory learners.

4. Allow Regulation Between Rounds

Support with:

- weighted toy
- deep pressure
- wall push
- rocking
- slow breathing visual

AAC-Specific Supports

1. Prepare Colour Vocabulary

Include symbols for:

- red
- blue
- green
- yellow



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- go
- stop
- more
- finished
- happy

2. Aided Language Input

Teacher models:

“Go red.”
“Blue.”
“You choose green.”
“More play?”
“Finished.”

3. Choice-Making

Use binary choices for emerging communicators:

“Red or yellow?”
“Blue or green?”

Students respond via AAC, pointing, or eye gaze.

4. AAC Participation Instead of Movement

Students may:

- press the colour symbol
- hand over a colour card
- indicate with eye gaze
- tap a switch programmed with the colour’s name

All are equal forms of participation.

5. AAC Reflection

Students choose symbols for:

- “happy”
- “more”
- “good”
- colour preference



COLOUR CARDS

PRINT AND CUT OUT THE FOUR CARDS. CALL A COLOUR, SHOW THE CARD, AND LET STUDENTS MOVE TO THE MATCHING COLOURED CONE OR MAT, CELEBRATING EVERY ATTEMPT. RUN A FEW SHORT ROUNDS, MIX COLOURS, OFFER A STUDENT-CHOICE ROUND, AND KEEP PACING SLOW AND SUPPORTIVE.

