

# Colour Corners - Levels F-3

# PLAY

To build colour recognition, decision-making, and social interaction skills through a playful movement game.



## Learning Intentions

Students aim to recognise and name colours with confidence.



Students aim to follow instructions and make independent choices.

Students aim to work and move safely with others in a shared space.



## Success Criteria

I can move to the correct colour corner when the teacher calls or shows a card.



I can explain my choice or share why I like a colour.

I can take part in several rounds, moving safely with peers.



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## Objective

To build colour recognition, decision-making, and social interaction skills through a playful movement game.

## Players

Whole class (6 or more).

## Materials

- Four coloured mats/cones (red, blue, green, yellow).
- Optional: Coloured cards, flashcards, or digital visuals.

## Setup

- Place the four coloured mats/cones in each corner of the room.
- Remind students about moving safely and watching others around them.

## Gameplay

1. The teacher calls out or holds up a colour card.
2. Students move to the corner that matches the colour.
3. Add challenge: The Teacher can give a choice prompt ("Go to your favourite colour!").
4. Continue with multiple rounds, encouraging students to move their bodies freely.

## Debrief

Ask reflective prompts such as:

- "Which colour did you like the most today?"
- "Why did you choose that colour?"
- "Who else chose the same colour as you?"

## Variations

- **Children's Edition:** Add fun prompts ("Go to blue if you like swimming in the ocean").
- **Fitness Edition:** Students hop, skip, or tiptoe to the corner.
- **Teamwork Edition:** Students must travel with a partner, linking arms or hands.
- **Memory Challenge:** The teacher shows a card, then hides it. Students remember and move to the correct colour.



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## For Wheelchair Users / Accessibility

- Provide clear pathways and safe turning space in corners.
- Allow seated students to show their choice by pointing to a card or raising a coloured object.
- Pair with a buddy to move together if needed.

## Notes for Inclusion

- Give visual, verbal, and gestural prompts to support understanding.
- Allow extra time for processing and moving between corners.
- Encourage peer support and celebrate all attempts equally.
- Focus on safe participation, enjoyment, and social interaction rather than speed.

