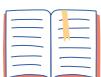


Colour Corners - Levels F-3

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.



the school of
PLAY

Colour Corners - Levels F-3

PLAY

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.



Colour Corners - Levels F-3

PLAY

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.

