

# Colour Match Fitness (Levels A-B)

# STAY ACTIVE

To build early colour recognition, simple movement skills, and positive social engagement through a playful, card-based fitness game.



## Learning Intentions



**Follow Simple Directions:**

**Follow Simple Instructions:** Students will respond to one-step directions linked to card colours.

**Attend and Explore:**

**Explore Movement:** Students will try simple fitness actions using their bodies or assistive movements.

**Build Confidence:**

**Participate With Others:** Students will celebrate effort, join the group, and enjoy shared movement.



## Success Criteria

Students match or respond to at least one colour using movement, gesture, pointing, or AAC.

Students attempt the movement shown (with support if needed).

Students show enjoyment, smiling, vocalising, moving, or watching with interest.



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**Duration:** 10 - 15 minutes

## Objective

To build early colour recognition, simple movement skills, and positive social engagement through a playful, card-based fitness game.

## What You Need

2 options here:

1. Colour Cards - Red and Black only (found in PDF resource)
2. Deck of playing cards (use only numbered cards 2 through to 5, discard the rest)

Open space for safe movement

AAC devices with symbols such as: "go," "stop," "red," "black," "more," "finished," "jump," "arms up," "clap"

## Setup

1. Print out the Red and Black coloured cards
  2. Set up your deck of playing cards with the number cards as explained above
  3. Place a small pile of cards or colour cards in the centre of the room.
  4. Ensure there is enough space for safe movement.
  5. Teacher models simple actions for each colour:
- **Red = 1 big movement - squat down to the floor or jump in the air**
  - **Black = 1 arm/upper-body movement - flapping arms or waving your hands**

## Gameplay / Activity Steps

### Step 1: Flip a Card

Teacher or a student flips over a colour card.  
Use visuals to support understanding.

### Step 2: Match the Colour

Students respond using the movement linked to each colour:

#### Red Cards = 1 big whole-body move

Options (teacher chooses one and models):

- one big jump in the air
- one wiggle of the whole body
- one stomp or squat down
- one stretch reaching arms up to the sky

#### Black Cards = 1 upper-body move

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Options:

- one clap
- one arm raise
- one shoulder roll
- one tap on the table/wheelchair armrest

Students can copy, point to the movement card, or press AAC ("jump," "clap").

## Step 3: Match the Number and Colour (optional)

Using the numbered coloured cards or playing cards, the student now attempts to match the colour of the card to the number shown on the card and completes the relevant number of movements shown on the card.

**Numbers 2-5 → do the movement 2-5 times with support**

Teacher counts aloud with slow modelling.

Other students may join by:

- watching and cheering on
- tapping their desks
- clapping their hands
- or completing the movements to copy the student and support them

## Reflection Prompts

Use visuals + gestures:

- "Which movement did you like? Jumping or clapping?"
- "Show me how your body feels now, happy? tired? excited?"
- "Do you want more movement?" (yes/no visuals)

Any communication, eye gaze, pointing, vocalisation, AAC is valid.

## Sensory-Seeking Learners Variation

### 1. Add High-Input Movement Options

For students who seek more sensory input:

- big jumps
- fast arm flaps
- strong stomps
- spinning arms
- drumming on the floor or table



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## 2. Use Textures or Sounds With Cards

- Red card = drum beat
- Black card = shaker sound
- Number card = clap sequence

This increases engagement and processing cues.

## 3. Movement Pathway

Lay out mats or spots on the floor.

Students travel to each movement station when colours appear.

## 4. Built-in Regulation

Between rounds, offer:

- deep-pressure squeezes
- stretching
- rocking
- a calming “breathe” visual

## AAC-Specific Supports

### 1. Prepare Vocabulary

Add buttons for:

- red
- black
- jump
- clap
- more
- finished
- go
- stop
- happy

### 2. Aided Language Input

Teacher models every turn:

“RED - jump.”

“BLACK - clap.”

“Two times.”

“More?”

“All finished.”

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### 3. Choice-Making Via AAC

Students choose movement when face cards appear:  
"Jump or clap?" → Student selects on AAC or points.

### 4. Participation Without Movement

Students may press:

- "jump"
- "clap"
- "go"
- "stop"

...while the teacher models the movement for them.

### 5. Reflection Using AAC

Students choose symbols for:

- "happy"
- "tired"
- "more"
- "finished"

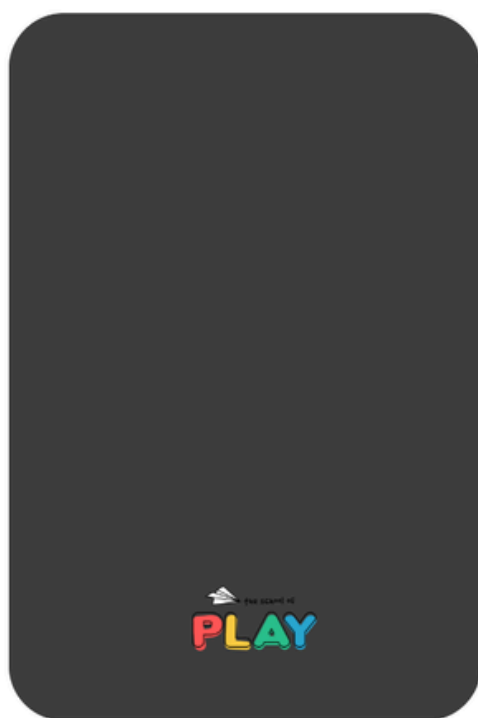
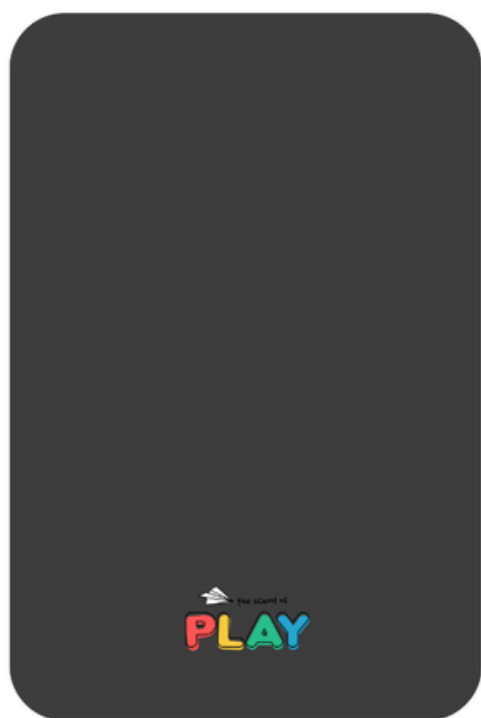
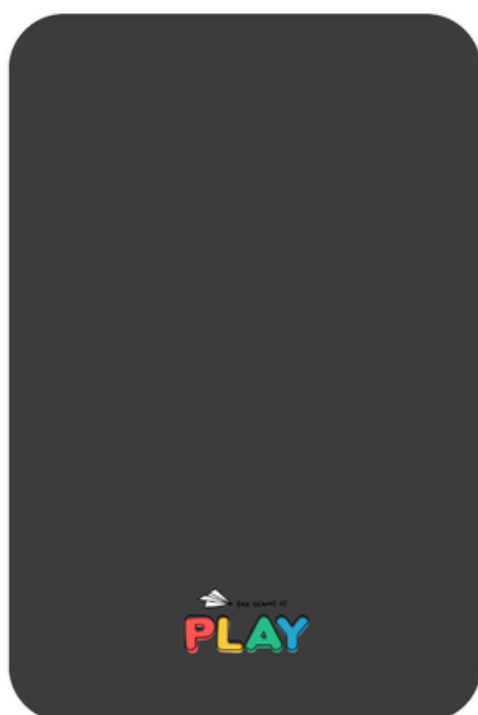
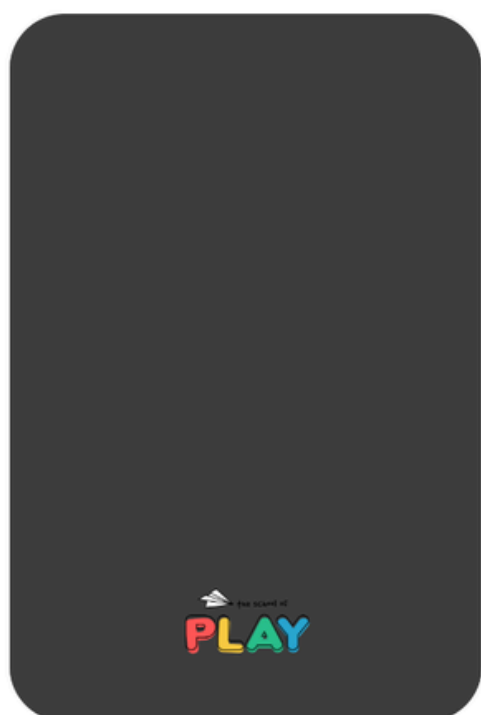
# BLANK COLOUR CARDS

PRINT AND CUT OUT THE CARD SETS. SHUFFLE THE BLANK COLOUR CARDS AND FLIP ONE—STUDENTS COPY THE MOVEMENT LINKED TO THAT COLOUR. ADD THE NUMBERED SET THEN, STUDENTS MATCH THE COLOUR AND COMPLETE THE MOVEMENT THE NUMBER OF TIMES SHOWN.

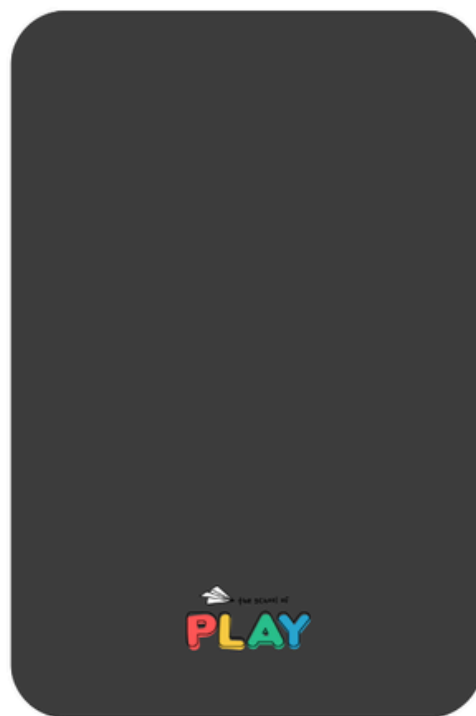
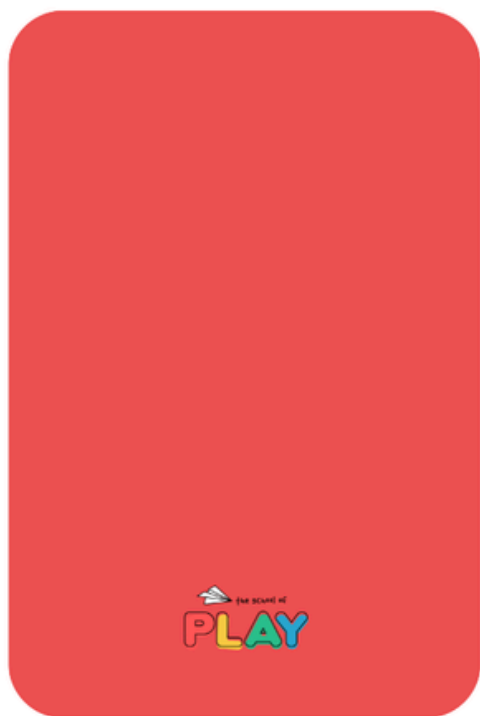




# BLANK COLOUR CARDS



# BLANK COLOUR CARDS





# NUMBERED COLOUR CARDS



# NUMBERED COLOUR CARDS



# NUMBERED COLOUR CARDS

