

Colour Hunt

PLAY

To help students practice colour recognition and develop independence and teamwork by searching for coloured objects around the room or playground. This activity encourages both individual and collaborative learning.



Learning Intentions

I can practice colour recognition by identifying objects that match specific colours:



This helps students strengthen their ability to recognise and name different colours in their environment.

I can develop independence by searching for and collecting coloured objects on my own:

This encourages students to take initiative and work independently in a fun, interactive way.

I can work with a partner to find coloured objects, improving teamwork and communication skills:

This promotes collaboration and the ability to work together to achieve a common goal.



Success Criteria

I can identify and collect objects that match the given colour:

This ensures students are actively participating in the hunt and practising their colour recognition.

I can work independently or with a partner to find the correct colours and bring them back:

This encourages students to take responsibility and collaborate effectively with a peer when needed.

I can share my findings with the group, showing the objects I have collected and naming their colours:

This allows students to practice verbal communication and reinforce their learning by sharing with others.



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Objective:

To help students practice colour recognition and develop independence and teamwork by searching for coloured objects around the room or playground. This activity encourages both individual and collaborative learning.

Players: Ideal for 4-20 students, in pairs or small groups.

Materials:

- Coloured objects (e.g., blocks, toys, fabric, or paper) scattered around the room or playground.
- Optional: Coloured baskets or bags to collect the items.

Time Required: 10-15 minutes.

Setup:

Scatter various coloured objects around the room or outdoor space. Choose a colour to focus on and make sure there are several objects in that colour spread throughout the area. If desired, you can prepare coloured baskets or bags for students to collect the items in.

Gameplay:

1. Introduce the Game:

Explain to students that they will be going on a colour hunt, searching for objects that match a given colour. Let them know that they can work independently or with a partner to find and collect the items.

2. Start the Colour Hunt:

Call out the colour (e.g., "Find something red!" or "Look for something green!"). Students then search the area for objects that match the colour and collect them.

3. Encourage Teamwork:

If students are working in pairs, encourage them to communicate and help each other find the objects. They can decide who will search in which area and share the objects they find.

4. Sharing the Findings:

After a set amount of time, call the students back together. Each student (or pair) can show the objects they found and say the colour out loud, reinforcing colour recognition and verbal communication.

5. Continue the Hunt with Other Colours:

Repeat the process with different colours, allowing students to continue searching and learning. You can also add a twist, like searching for objects that are combinations of colours (e.g., "Find something that is both red and yellow!").



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Winning the Game:

There is no winner in this game. The goal is to practice colour recognition, encourage independence, and build teamwork skills. The focus is on participation and learning through play.

Family or Classroom Variation:

In a family or classroom setting, students can create their own colour hunts by selecting a colour and guiding others to find matching objects. This encourages both leadership and colour identification in a group setting.

Additional Notes:

"Colour Hunt" is a great way to incorporate active learning into a fun, movement-based activity. It enhances students' colour recognition skills, fosters independence, and promotes teamwork, making it a versatile game for both individual and group learning experiences.

