



Games & Activities

18 tested activities — online and offline, for all ages

18 ACTIVITIES

ONLINE + OFFLINE

AGES 7-13

SPEAKING-FIRST

These activities are tools, not a curriculum. Pull out whichever ones match your module and your group's energy on that day. Some sessions call for a high-energy game. Others need something quieter. The session flow in PDF 01 gives suggestions for each module, but you know your learner better than any guide does.

A note on 'fun': This guide doesn't describe activities as 'fun and engaging' because that's not a useful description. What matters is whether an activity creates speaking opportunities, matches the group's energy, and is simple enough to run without a lot of setup. Those are the criteria that actually determine whether something works.

Activity 1: Greeting Circle

 Greetings

 5-10 min

 None

How to run it: Sit or stand in a circle (or use gallery view online). One person turns to the next, says ¡Hola! ¿Cómo te llamas? The next person answers Me llamo ___, then turns to the person after them and repeats. Continue until everyone has gone.

Adapting for different ages: Ages 7-9: Just name and one greeting. Ages 10-13: Add age and one preference — ¿Cuántos años tienes? / ¿Qué te gusta?

Teaching note: Don't correct pronunciation mid-circle. Let it run. There'll be plenty of time to address common errors afterwards.

Activity 2: Flashcard Race

 Any vocabulary

 10–15 min

 Vocabulary cards (PDF 05)

How to run it: Hold up a card (image side only — no text). First person to call out the correct Spanish word earns a point. Keep pace fast. If no one gets it in five seconds, reveal the word and move on.

Adapting for different ages: Ages 7–9: Show the image and give the first letter.
Ages 10–13: Winner must use the word in a sentence to keep the point.

Teaching note: Have the cards for today's module ready before the session.
Flashcard Race works best when it runs without pauses.

Activity 3: Número Bingo

 Numbers 1–20

 15–20 min

 Paper and pens

How to run it: Learners draw a 3x3 grid and fill it with any nine numbers from 1 to 20. Caller reads numbers in Spanish only. Learners cross off matching numbers. First to complete a row calls ¡Bingo! and reads back their three numbers in Spanish to claim the win.

Adapting for different ages: Ages 7–9: Use numbers 1–10 only. Ages 10–13: Use 1–20 and require a sentence using each winning number.

Teaching note: Play at least three rounds. The first round is always slow — learners are figuring out the game. By the third round the pace picks up significantly.

Activity 4: Color Hunt

 Colors

 10–12 min

 Objects in the room or home

How to run it: Call a color in Spanish. Learners find an object that color and either hold it up (online: to camera) or run to touch it (offline). First three to show a correct object score a point.

Adapting for different ages: Ages 7–9: Just find and show. Ages 10–13: Must say a sentence — 'Mi mochila es azul.'

Teaching note: Online, this activity works particularly well — learners are suddenly exploring their homes, which adds energy. Keep the pace fast.

Activity 5: Animal Sound Show

 Animals

 10–15 min

 None

How to run it: Call an animal name in Spanish. Everyone simultaneously mimes that animal and makes its sound. Spanish animal sounds are different from English ones — a dog says guau (not woof), a cat says miau, a cow says mu. After the sound, call on someone to say one sentence about the animal.

Adapting for different ages: Ages 7–9: Sounds and name only. Ages 10–13: Sounds, name, and a description sentence.

Teaching note: Do this with the group, not just the learners. Being theatrical yourself gives permission for learners to be unselfconscious.

Activity 6: Food Preferences Survey

 Food + me gusta

 15–20 min

 Small whiteboard or shared doc

How to run it: Go around the group. Each person says one thing they like (Me gusta __) and one thing they don't (No me gusta __). If you're teaching a group, keep a tally and report back: 'Cuatro personas: me gusta la pizza.' If solo, have the learner survey family members at home.

Adapting for different ages: Ages 7–9: One like and one dislike. Ages 10–13: Add a reason using porque.

Teaching note: This works especially well after you've introduced at least ten food words. If the vocabulary isn't there yet, run the flashcard race first.

Activity 7: Simón Dice

 Body parts

 15–25 min

 None

How to run it: Classic Simon Says in Spanish. Say Simón dice: toca la cabeza! Learners respond only if they heard Simón dice first. No Simón dice? Anyone who moves is out. Once learners are comfortable, let them take turns being Simón.

Adapting for different ages: Ages 7–9: Slow pace, give extra time between commands. Ages 10–13: Speed up each round and use plural body parts — toca los ojos.

Teaching note: This almost always runs longer than you plan. Let it. It's genuine speaking practice disguised as a game.

Activity 8: Routine Mime

 **Daily routine verbs**

 15 min

 None

How to run it: Mime a daily routine activity without words. Learners call out the Spanish verb. Then learners take turns miming their own morning routine, narrating as they go: Me despierto, me levanto, me ducho... The mime makes the reflexive verbs physical and therefore memorable.

Adapting for different ages: Ages 7–9: Teacher leads all mimes, learners call out words. Ages 10–13: Each person narrates their own full routine without notes.

Teaching note: Exaggerate the mimes. If you mime waking up like you're genuinely exhausted, learners will copy that and the vocabulary sticks faster.

Activity 9: Describe the Picture

 **Adjectives + any vocabulary**

 15 min

 Printed or screen-shared images

How to run it: Show an image — an animal, a street scene, a kitchen. Learners describe everything they can see in Spanish. No pressure to form perfect sentences — single words count, and descriptions of shape, color, or size are all valid.

Adapting for different ages: Ages 7–9: Single words or short phrases. Ages 10–13: Full sentences, minimum three per image.

Teaching note: Use images that contain vocabulary learners already know. The activity should feel achievable, not like a test of unknown words.

Activity 10: Café Role-Play

 **Food + numbers + greetings**

 20–25 min

 Simple menu (handwritten or printed)

How to run it: One person is the server, one is the customer. The server greets the customer, takes an order, gives a price. The customer orders using *quiero* ___, *por favor* and pays using Spanish numbers. Swap roles after five minutes.

Adapting for different ages: Ages 7–9: Script on screen, simple menu with three items. Ages 10–13: No script, full menu, customer can ask questions or make requests.

Teaching note: A handwritten menu in Spanish on a piece of paper is all you need. Laminated, it becomes a reusable prop.

Activity 11: Kahoot Review

 **Any vocabulary**

 15 min

 Kahoot account + devices

How to run it: Create a Kahoot quiz using vocabulary from one or more modules. Share the PIN. Learners answer on their devices. After the game, go through the three or four questions with the lowest scores — these are the words that need more work.

Adapting for different ages: Ages 7–9: Image-based questions, 30 seconds each. Ages 10–13: Include grammar questions, 15 seconds each.

Teaching note: Use Kahoot as a diagnostic, not just a reward. The questions learners get wrong tell you exactly what to revisit in the next session.

★ Activity 12: Quizlet Live

 Any vocabulary

 15 min

 Quizlet account (free)

How to run it: Create a Quizlet set using the vocabulary from any module in PDF 05. Launch Quizlet Live — it creates random teams and learners race to match terms. Competitive format drives engagement without any additional setup.

Adapting for different ages: Ages 7–9: Smaller set (10 words), teams of 3. Ages 10–13: Full module set, can play solo against classmates.

Teaching note: Create the Quizlet sets in advance using the Vocabulary Bank in PDF 05. They take about ten minutes each to set up and can be reused indefinitely.

Activity 13: Mini Whiteboard Blitz

 Any vocabulary

 10–12 min

 Mini whiteboards or A4 paper

How to run it: Call a word in English. Learners write the Spanish word on their board and hold it up simultaneously. Teacher scans for accuracy before anyone sees anyone else's answer. Award points for speed and accuracy.

Adapting for different ages: Ages 7–9: First letter given as a hint. Ages 10–13: Must write the word and its article (el/la) to score.

Teaching note: Online, learners can hold paper up to the camera. It's a bit chaotic, but it works.

Activity 14: Dice Sentence Game

 Numbers + any vocabulary

 12–15 min

 Two dice per pair

How to run it: Roll two dice and add the numbers in Spanish. Then use that number in a sentence — Tengo seis lápices, or Hay nueve animales en el zoo. Whoever makes the most logical sentence in 20 seconds scores a point.

Adapting for different ages: Ages 7–9: Just say the sum in Spanish. Ages 10–13: Full sentence required to score.

Teaching note: This works well in pairs rather than as a whole-group activity. Learners get more speaking practice when they're not waiting for a turn.

Activity 15: Partner Interview

 All introductions

 15–20 min

 Sentence starter card from PDF 06

How to run it: Learners interview each other using all the vocabulary from the presentation module. One person asks the questions (¿Cómo te llamas? ¿Cuántos años tienes? ¿Qué te gusta?), the other answers. Then swap. The interviewer introduces their partner to the group.

Adapting for different ages: Ages 7–9: Two questions maximum. Ages 10–13: Full interview, partner introduced with five sentences.

Teaching note: This works best as preparation for the final presentation. It gives learners a low-stakes run-through of the content they'll need to produce independently.



Activity 16: Presentation Rehearsal

All modules — final prep

20–25 min

Notes allowed

How to run it: Each learner prepares their 60-second self-introduction (see PDF 06 for the full brief). They rehearse with a partner first. Partner gives one specific piece of positive feedback and one suggestion. Then each person runs it again, trying to incorporate the feedback.

Adapting for different ages: Ages 7–9: Notes fully allowed. Minimum four sentences. Ages 10–13: Encourage note-free delivery. Minimum six sentences.

Teaching note: The partner feedback step is the most valuable part of this activity. Train learners to be specific: not 'it was good' but 'I understood your name and age clearly.'



Activity 17: Song + Vocabulary

Numbers or body parts

8 min

YouTube or audio player

How to run it: Use a Spanish children's song for the relevant topic — there are excellent ones for numbers, colors, and body parts. Teach the chorus line by line. Sing together. The melody creates a memory hook that drills work alone can't replicate.

Adapting for different ages: Ages 7–9: Sing together with actions. Ages 10–13: Learn the full song, attempt from memory.

Teaching note: Search YouTube for 'los números canción infantil' or 'cabeza hombros rodillas pies' — these have been used in Spanish classrooms for decades and are genuinely effective.

Activity 18: Sentence Builder

 Review module

 15 min

 Word cards or Jamboard

How to run it: Prepare a set of word cards: nouns, verbs, adjectives, articles, connectors. Learners arrange them into sentences. The challenge is to make the longest grammatically correct sentence. Work alone or in pairs.

Adapting for different ages: Ages 7–9: Six to eight words to arrange. Ages 10–13: Blank cards — learners write their own words and arrange them.

Teaching note: Online, Jamboard sticky notes work well for this. Offline, physical cards are better — the tactile element adds something.