



# TEACHING IDEAS

## GAMES AND ACTIVITIES TO USE WITH

### POSTERS

Posters are an attractive, colourful resource that can often be obtained freely from publishers, newspapers, magazines, museums and shops. They provide variety and a strong visual focus and can be used as the basis of many classroom activities and games. Here are 30 ideas to try!

#### **1 Cover up!**

Have ready a piece of paper to cover pictures on the poster. Give the children a few moments to look at the poster, then say *Close your eyes!* When children have done this, cover one of the pictures on the poster. Say *Open your eyes!* and get the children to name the picture you have covered.

#### **2 Poster numbers**

Have ready numbers clearly written on small pieces of separate card (you need as many numbers as vocabulary items on the poster). Say e.g. *'Number 1 is the kitchen!* and invite individual children to come and stick the numbers in the correct places on the poster following your instructions. When all the numbers are in place, say the words in random order and get the children to call out the corresponding numbers. Then reverse the procedure by saying the numbers and getting the children to call out the words.

#### **3 Kim's game**

Give children one minute to look at the poster and remember as many things as possible. Remove the poster and *either* give them 3-5 minutes to work with a partner and write down all the things they remember *or* divide the class into two teams and invite different children to take turns to name items. Give two points for each item correctly remembered and keep a score on the board.

#### **4 I spy**

Divide the class into teams. Give instructions e.g. *Find something beginning with 's' / Find 3 vegetables / Find an animal that eats plants.* Children take turns to answer and score points for their team. Children can also prepare their own 'I spy' questions for the game.

#### **5 True or false**

Say sentences about the poster. Children look at the poster and stand up if the sentence is true or put their hand on their heads if it is false. Children can then write one true and one false sentence about the poster and play the game again in groups.

**6 Silent game**

Write true/false sentences describing the poster in large letters on separate pieces of card. Get the children to write the words 'Yes' and 'No' on two separate pieces of paper. Hold up the sentences you have written in turn. Children read them, look at the poster and hold up 'Yes' or 'No' depending on whether the sentences are true or false.

**7 Lip reading**

Choose an item on the poster and mouth the word silently to the class. Children lip read what you are saying and say the word out loud. Children can then take turns to lip read each other saying the names of things on the poster in pairs.

**8 Back pictures or words**

Divide the class into pairs. Get one child in each pair to sit with their back to their partner. The other child chooses something on the poster and draws it with their index finger on their partner's back. Their partner tries to guess what it is. The children then change roles and repeat the activity. Alternatively, they can do this activity writing letters to make words from the poster on their partner's back.

**9 Odd one out**

Say groups of three or four words, including one which is not on the poster. Children listen and identify the word that isn't on the poster. In pairs children then prepare a group of words based on the poster in the same way. They take turns to say their words to the class and identify the odd one out.

**10 Who am I?**

Use a poster with pictures of people. Secretly choose to be someone in the poster and get the children to find out who you are by asking questions e.g. *Are you watching TV? No I'm not. Are you playing a card game? Yes, I am.* In groups children can then take turns to choose someone in the poster and guess the identity in the same way.

**11 Speech bubbles**

Use a poster with pictures of people. *Either* prepare speech bubbles e.g. *I'm a fireman, I like animals* and get children to stick them in the correct place on the poster *or* get the children to work in pairs, write their own speech bubble for a person in the poster and stick these on in the same way.

**12 Poster wordsearch**

Divide the class into pairs and give each pair a copy of a grid with 10 x 10 squares or get them to make their own on a piece of paper. Children work with their partner and write words for anything they can see on the poster in their grid. They write the words vertically, horizontally or diagonally and then fill in the blank squares with other letters to 'hide' the words. Once they are ready, children exchange their completed grids with another pair and write a list of the words they can find. Children then compare and check their answers.

**13 Where's the mouse?**

Use a poster which shows a place or places. Tell the children there is a mouse hiding somewhere in the poster and they must ask you questions to find out where it is e.g. *Is it behind the tree? / Is it under the chair?* Children can then play the game in groups.

**14 I'm thinking of...**

Use a poster with different coloured objects. Say *I'm thinking of something in the poster* and give a clue e.g. *It's yellow.* Children take turns to ask you questions e.g. *Is it a ... ?* until they guess the object you have chosen. Children can then play the game in groups.

**15 Poster race**

Prepare a short description of the poster leaving out some key words. Stick the poster in a place where it is not visible to the class e.g. behind the door. Divide the class into groups and give a copy of the description with missing words to each group. Children take turns to run and look at the poster to find the missing information and report back to the group so they can complete the gaps.

**16 Stop!**

Divide the class into teams. Describe the poster orally deliberately including some incorrect information. Children listen and call out '*Stop!*' when they hear a mistake. If they are right, their team scores one point; if they can correct the mistake they score an extra point.

**17 Poster partners**

Children choose an item from the poster and secretly draw a picture on a piece of paper. They then walk round the class asking questions e.g. *Have you got a shell?* in order to find one or more partners who have chosen the same item as themselves.

**18 Circle game**

Divide the class into groups. Children look at the poster and one child starts by saying e.g. *I like cereal.* The next child says e.g. *He likes cereal and I like yogurt* and the next child *He likes cereal, she likes yogurt and I like cheese'* and so on round the group. If a child can't remember or doesn't know the word, he/she says '*Help!*' and the rest of the group help to complete the child's turn.

**19 Poster bingo**

Children draw a grid with six squares and draw a picture or write the name of one thing they can see on the poster in each square. When children are ready, say the names of different things on the poster in random order. Children listen and write a cross on the picture or word if they have included it in their grid. The first child to write a cross on all six words in their grid calls *Bingo!* and is the winner.

**20 Ball game**

Have a soft ball ready for this activity. Children stand in a circle. Hold up the ball, say *One, two, three ...* and name one of the items on the poster e.g. *train!* as you throw the ball to a child in the circle. The child who catches the ball

repeats the procedure by naming another item on the poster and throwing the ball to someone else in the circle. The game continues in the same way until children have named as many items as possible on the poster.

### **21 Point to the poster!**

Stick three or four different posters (related to work the children have done) on different walls around the classroom. Say e.g. *I can see the seaside! I can see some bananas!* Children listen and point to the correct poster as fast as they can.

### **22 Poster instructions**

Stick three or four different posters (related to units the children have done) on different walls around the classroom. Divide the class into groups. Give each group instructions in turn e.g. *Group 1. Walk to the city. Touch the cinema! Group 2. Jump to the food. Touch a fruit! etc..*

### **23 Body spelling**

Divide the class into groups of five or six. Get each group to secretly choose something they can see on the poster. Explain that children must make the letters to spell the word they have chosen with their bodies. Give them a few minutes to prepare this and to check spelling if necessary. Each group then takes turns to make the letters of their words with their bodies and to guess each other's words.

### **24 Hungry crocodile**

This is a version of the traditional 'hangman' game. Draw the jaws of a crocodile in a river and eight circles (to represent stepping stones) on the board. Draw a stick figure in the circle furthest from the crocodile. Choose a word from the poster draw a dash for each letter on the board. Children suggest letters. If they are correct, write them in the spaces. If they are not correct, rub out the stick figure and draw it again in the next circle, moving nearer the crocodile each time. Keep a record of all the letters suggested on the board. The children win if they guess the word before the stick figure is "eaten" by the crocodile. Children can then play the game in groups using other words on the poster.

### **25 Poster quiz**

Divide the class into groups and get the children to prepare 3-5 questions about the poster e.g. *Can you see ... / Is there ... on the poster? What colour is ...? How many ... can you see?* Children then take turns to ask each other the quiz questions they have prepared and score points for their group.

**Note:** For the remaining activities you need to make word cards to accompany the posters.

### **26 Mix and match**

Give out word cards to individual children for the poster you are going to use. Children take turns to come and stick their word cards by the correct pictures on the poster. Once all the word cards are on the poster, send a pair of children out of the class. Get other children to move two of the word cards so that they are no longer by the correct pictures. Then ask the pair to return,

identify what's wrong and correct the position of the word cards. Repeat the procedure with different pairs of children leaving the class each time.

**27 Word check**

Hold up word cards one by one as children look at the poster. Include some word cards for things that are on the poster as well as some that are not. Children clap three times if the word card corresponds to a picture on the poster and fold their arms and stay silent if it does not.

**28 Team game**

Have ready two sets of word cards for the same poster. Divide the class into two teams and give one word card to each child in both teams. When you call out the name of something on the poster, the child in each team who has the corresponding word card stands up and goes to hold up their word card and point to the picture on the poster as fast as they can. The child who gets their first each time wins a point for their team.

**29 Sort the words**

Stick three or four different posters (related to units the children have done) on different walls around the classroom. Make a pack of word cards for these posters and shuffle the cards. Divide the class into groups and give out the word cards. Children walk round the class sticking their word cards by the pictures on the correct posters.

**30 Topic groups**

Use word cards from different posters (related to topics the children have done). Shuffle the word cards and give one or more (from the same topic) to each child. Children walk round the class saying the word(s) they have got and trying to find other children who have got word card(s) from the same topic as themselves. Once they have formed topic groups, children think of other words they know related to the topic in addition to the ones on the poster and word cards. They then draw a topic web by writing the title of the topic e.g. *Food* in a circle in the centre of a large piece of paper and sub-headings e.g. *Meat and fish, Fruit and vegetables* in smaller circles around this. They then draw lines to the circles and write the words and draw pictures for related vocabulary. The completed topic webs can be displayed on the class noticeboard. They can also be added to as children learn new words related to the different topics.

**Note:** The above games and activities are compiled and adapted from Read C. & Soberón A. *Superworld 3 & 4* Teachers' Books, Macmillan Education.