

## Title: "EuroQuiz: connecting capitals"

**Educational level:** 5<sup>th</sup> year of Primary of 3<sup>rd</sup> Cycle of Primary Education.

**Curricular areas:** Social Sciences.

**Timing:** in any term.



## Summary

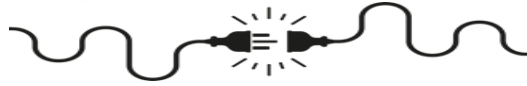
The activity consists of matching countries in Europe with their respective capitals. Students will work with two grids: one with the names of European countries and an empty grid, where they will have to place cards of the corresponding capitals in the appropriate place on the grid.

To do this, students will work in small groups, taking turns to complete the grid of capitals placed in the same place in their corresponding country on the grid already completed. This activity allows them to work on geographical knowledge in an active and fun way, while promoting computational thinking by encouraging the organization of information, the identification of patterns and the sequential resolution of problems.



## Aims

- Recognize the capitals of European countries.
- Develop skills of logical association and organization of information, applying principles of computational thinking.
- Encourage sequential problem solving.
- Promote teamwork through joint decision-making.



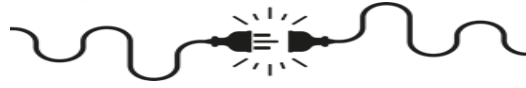
- To strengthen the capacity for geographical analysis and reasoning with a systematic approach that allows knowledge to be organized efficiently.

**Key competencies to develop:** Competence in Communication, Civic Competence, Personal, Social and Learning Competence and Mathematical Competence and Competence in Technology and Engineering.



## How do we do it?

1. **Explanation of the activity:** students should associate the countries of Europe with their respective capitals using two grids and a set of cards with the capitals. Students have to complete the empty grid with the capitals at the correct place.
2. **Hand out material:** give each pair or group of students a grid with the countries of Europe (completed) and an empty grid for the capitals. Distribute the cards with the corresponding capitals.
3. **Association of countries and capitals:** students should arrange the capital city cards on the empty grid, placing each card in the correct position according to the country grid.
4. **Review of answers:** once the activity is completed, review the answers as a group, discussing the choices and clarifying doubts or common mistakes.
5. **Final reflection and evaluation:** ask students what they have learned, what strategies they used to organize the information and what they found most difficult. Provide feedback on teamwork, knowledge gained and organizational and association skills.



## Suggestions

- **Variations in difficulty: Basic level.** Limit the list of countries to those that are better known (e.g. France, Italy, Germany, Spain, etc.) and give more explicit clues about the capital cities on the cards, (e.g. " In this capital city is located the Seine River"). **Intermediate level.** Add some more countries and remove the clue. **Advanced level.** Include less known or smaller countries in Europe (such as Liechtenstein, Monaco or Kosovo) and do not provide clues, so that students have to deduce or remember the capital by themselves.
- **Geographical competition.** Divide students into teams of three and have them compete to see who can complete their grid the fastest and without mistakes. They can do this in a limited amount of time to add excitement. **Country station rotation:** Instead of doing the activity with the same countries, organize stations with different Countries grids. Each group rotates through the stations completing the grids. In this way students practice with different level grids.
- **Direction card.** Once we have the game under control and the students have achieved a good level of capital recognition, we can include a Direction Card to move the countries on the board and have to reorganize the information ( in this case the Capital Grids).



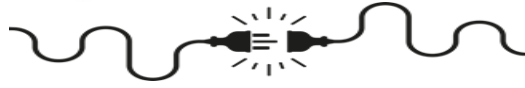
## Resources

- **Grids.** Two grids (one with the countries of Europe and an empty grid for the capitals).
- **Cards.** Cards with the names of European capitals included in the grids.
- **Clock or timer.** If you choose to include a time-limited dynamic.
  - \* **Additional material.** Whiteboard / marker (if you want to make group corrections or give hints).





# Unplugged Activity

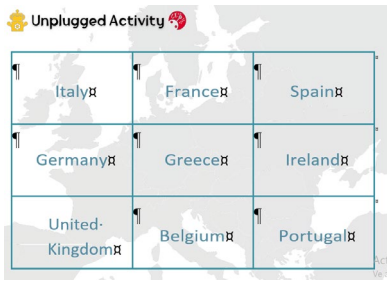


**Space:** traditional classroom. Students can work at tables or on the floor in small groups. Open space, if the classroom allows, you can organize the activity in larger areas to facilitate interaction between groups and rotation of stations (if this dynamic is chosen).

**Type of activity:** couples, groups of three and small groups.

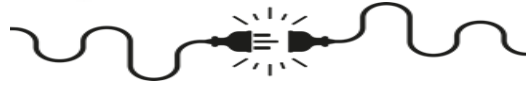


## Country grids



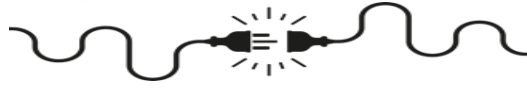
## Capital cards





## What have we learned?

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
<b>Capital Identification capital</b>	Correctly associates all capitals without error.	Make one or two mistakes	Makes several mistakes, but shows effort.	Does not identify most of the capitals.
<b>Teamwork</b>	Collaborates actively, respects opinions and makes decisions in a group.	Collaborates, but does not always accept the group decisions.	Participates, but with less involvement in the group.	Unwillingness to collaborate or work as part of a team.
<b>Resolution time</b>	Completes activity within the stipulated time.	Completes the activity on time, but not every time	Most of the time you need more time to finish the activity.	Does not complete the activity on time.
<b>Reflection and argumentation</b>	Demonstrates understanding of the dynamics in all their variants and levels.	Demonstrates understanding of the dynamics without mastering the highest level.	Demonstrates understanding of the dynamics at the first two levels only.	It shows no understanding of dynamics even at the lowest level.



## Computational Thinking



**Logic (prediction and analysis):** thinking to make predictions, solve problems and make decisions based on available information.

**Patterns (recognise and use similarities):** recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.

**Abstraction (delete unnecessary details):** simplifying things in a problem hiding unnecessary details or aspects to focus on those which are relevant and essential.

## More information



QR codes to the activity resources:



Country grids



Capital Cards