

GEOGRAPHY

Around the World in Eighty Seconds

Brief summary of activity:

In this puzzle the user is presented with a factual clue about a randomly chosen country. The user can decide the topic of that clue from a list of headings. The user then has to guess which country is referred to by choosing the correct flag from a selection given.

Specific Curriculum Area:

Key Stage 3 Geography

Assessment Method:

The activity keeps score of the number of correct and incorrect answers given at the top of the screen. So the teacher can easily ascertain the performance level of each pupil. Screen shots (using 'print screen') could be taken to show specific points within the activity so that the teacher can get an overview of performance at a specific point in time.

Differentiation:

There are several ways in which differentiation can occur in this activity. Firstly, informative, introductory screens are presented to the user, but these can be bypassed if the user does not need the information to get started. The user also has the opportunity to review this information before the quiz starts. Within the activity itself, the user can decide on the topic of a clue that is given, and because some clues are less helpful than others, this can make alter the level of difficulty of the task. The user can also choose to have no clue, which is the highest level of difficulty.

Learning Outcomes:

Children will be able to: identify the flags of many nations; identify nations from factual information presented to them.

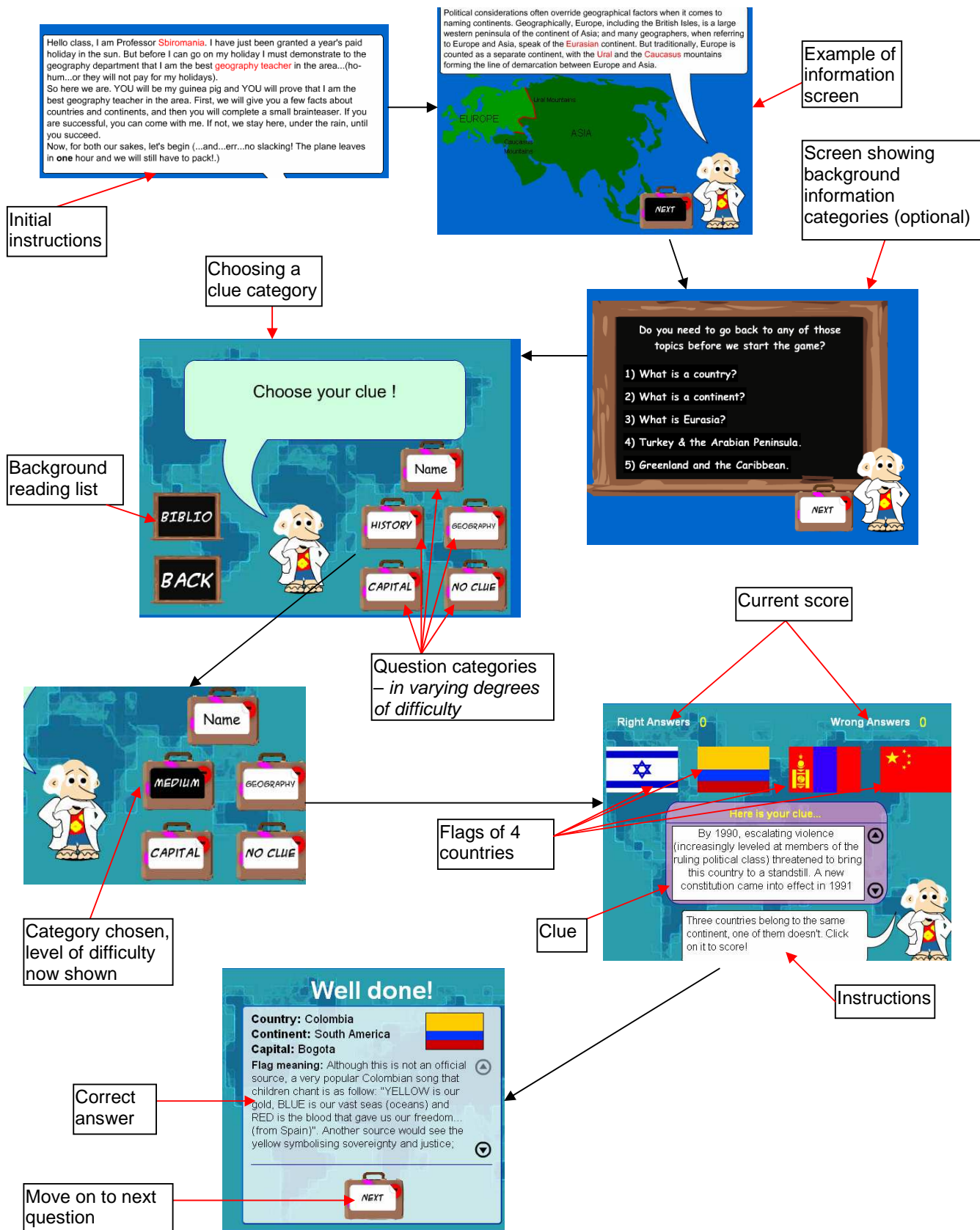
Use of Activity in a Lesson:

This activity could be used in a number of ways. As an extra when time allows, repeated use would help pupils to learn to recognise the flags of nations. As a revision exercise, this could be used to ascertain the level of knowledge when the topic has been completed. It would work well as a whole class activity using an Interactive Whiteboard, or it could be demonstrated on a whiteboard prior to pupils working on the tasks. The activity would be also be suitable for pupils working in pairs with one as 'quizmaster' and one as the 'contestant' – roles could then be reversed.

Hints and Tips for Teachers:

1. Ensure pupils are aware that the initial help screens are optional and can be bypassed if necessary
2. Ensure pupils are aware that the clues are of different levels of complexity.
3. Suggest that all pupils start at the easiest level of difficulty until they get a feel for the way the quiz works.
4. Encourage pupils to 'move up' to a higher level of difficulty after a set period, so that they do not find all of the answers too easy.
5. Suggest that pupils do not tell each other the answers as they go a long.

URL:



Troubleshooting:

If pupils cannot see the full screen of information presented on a successful answer, they should use the arrows at the right hand side of the window.

Other Links:

Bibliography contained within the activity lists sources of further reading material.