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Intersecting and comparing three different methodologies to involve students in a deeper knowledge of their territory: Colli Albani Volcano area and Geophysical Museum of Rocca di Papa case history

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The "alternanza scuola lavoro" (interchange school/work) has been recently introduced by Minister of Education, University and Research (Law 107/15 - MIUR) in the Italian high school as a methodology for implementing the second cycle teaching. We have implemented the method in the Colli Albani, an area located 20 Km southeast Rome, the site of a quiescent volcanic district, a place very popular since prehistoric times. Educating secondary school students to planet sustainability and involving them in a deepest knowledge of the Earth is a challenge today. The reason is not only in the curricula: a recent study in four European countries, including Italy, has shown that none of the countries involved provides a special course to educate students on earthquakes and volcano hazards and risks (Bernhardsdottir et al. 2012). In our present and past experiences we have noticed a poor knowledge of the territory they inhabited. Very often, in accordance with that study, a total ignorance of the natural risks that in certain areas of our country can become serious. Our Laboratory then is getting year by year specialized in searching new methodologies to attract and motivate students. In this particular case, we have used three methods with students of a Classical Lyceum: gamification, science narrative and museology to transfer the knowledge of a territory interested by volcanism for thousands of years. We divided the students into three groups, each group for a different methodology. Apart from an area of common activities, the students of the three groups have worked on their own project with the same goals: obtaining a deeper knowledge of the area they inhabit and become aware of the natural risks. We present some preliminary results of the three groups activities obtained also by comparing the three methods efficaciousness.