



Do “restless” tectonic plaques affect school community? Earthquakes: Sensitization, prevention and performance

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In our general and computer classes, students will address the three aspects of this project: Sensitization, Prevention and Performance

Sensitization

What causes volcanic eruptions and earthquakes? Is it Engelados, the leader of Titans in Greek mythology, moving in his tomb or Numazu, the giant fish, wiggling his tail, according to a popular Japanese myth?

Students in both schools will study:

- Naturally occurring earthquakes
- Seismic waves and how they travel through the Earth's interior
- Seismic activity and how to measure an earthquake (Richter magnitude scale or Japan Meteorological Agency seismic intensity scale)
- The seismic zones of Greece and Spain

In addition students will look for the earthquakes that have occurred in the last decades and their devastating effects (infrastructures, economic, etc) to raise awareness of the important risk of existing earthquakes. On the other hand they will examine the human impacts like injury and loss of life, disease and lack of basic necessities and they will focus on mental consequences such as panic attacks or depression to survivors.

Prevention

Students will work with the software of simulation of natural disasters at a basic level such “STOP DISASTER” (from the United Nations UN and International Strategy for Disaster Reduction ISDR). This simulator is focused as a game, in which students understand the risks and can apply effective methods of prevention depending on the results, economic budget and time.

In addition, students will learn about self-protection measures and they will take part in training and exercise in the school to a successful earthquake response (in each classroom of Greek and Spanish schools there is a plan how to evacuate the building in case of an earthquake).

On the other hand, the established legal rights regarding prevention will be studied (Human Right no. 22 Social insurance).

Performance

Which are the main actions to be carried out once an earthquake has happened, and which could be the priorities in the school community?

Students will discuss about the topic: “The school community has to face a devastating event” and they will share thoughts and feelings according to an earthquake. They will face their feelings writing a poem or a letter or making a collage. They will also be informed about the right of affected people to be supported by official associations.

At the end, students will fill in a questionnaire about precautions for Earthquakes.

After the previous activities, students of both schools will collaborate by sharing knowledge and exchanging opinions.